

HANDBOOK  
OF ADULT EDUCATION  
IN THE UNITED STATES



# HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES

*Compiled under the Auspices of the*

INSTITUTE OF ADULT EDUCATION  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

*With the Cooperation of the*

AMERICAN ASSOCIATION FOR ADULT EDUCATION

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# TABLE OF CONTENTS

FOREWORD <i>Alain Locke</i>	ix
PREFACE <i>Morse A. Cartwright</i>	xi

## PART I · INTRODUCTION

What We Mean by Adult Education <i>Lyman Bryson</i>	3
---	---

## PART II · AREAS OF INTEREST, ACTIVITY AND NEED

### 1. VOCATIONAL EFFICIENCY

Vocational Guidance for Adults <i>Helen R. Smith</i>	7
Vocational Education for Adults <i>L. H. Dennis</i>	11
Educational Activities of Corporations <i>Leon Brody</i>	13
Private Correspondence Schools <i>J. S. Noffsinger</i>	15
Vocational Rehabilitation <i>Michael J. Shortley</i>	17
Adult Education in Hospitals and Sanatoria <i>Holland Hudson</i>	25

### 2. ECONOMIC UNDERSTANDING

Workers' Education <i>Eleanor G. Coit</i>	30
Labor-Management Programs <i>Abbott Kaplan</i>	37
Consumer Education <i>James E. Mendenhall</i>	42

### 3. CIVIC PARTICIPATION AND RESPONSIBILITY

The New Civic Education <i>Russell H. Ewing</i>	46
Education of the Adult Foreign Born for Citizenship <i>Henry B. Hazard</i>	52
Adult Education in Settlements <i>Frances H. Edwards</i>	60
Adult Education of American Indians <i>R. H. McCurtain</i>	65
Correctional Education <i>Austin H. MacCormick</i>	70
Housing as a Subject of Study for Adults	75
Safety Education for Adults <i>Thomas Fansler</i>	80

## 4. BETTER HUMAN RELATIONS AND COMMUNITY IMPROVEMENT

Education for Family Living	<i>Muriel W. Brown</i>	83
The Cooperative Extension Service of the United States Department of Agriculture	<i>Edmund deS. Brunner</i>	96
Intercultural Education	<i>Ruth Kotinsky</i>	101
The Community Council Movement in New York State	<i>John W. Herring</i>	107
The Montana Study	<i>Baker Brownell</i>	113
Special Projects in Adult Education	<i>Jean and Jess Ogden</i>	118
Adult Education in World Affairs	<i>Thomas R. Adam</i>	126

## 5. GROUP INTERESTS

The Education of Young Adults	<i>Howard Y. McClusky</i>	133
Adult Education and Later Maturity	<i>George Lawton, Ph.D. and H. A. Overstreet</i>	138
Autonomous Groups	<i>Maria Rogers</i>	143
Men's and Women's Clubs as Agencies of Adult Education		153

## 6. PERSONAL GROWTH AND SELF-REALIZATION

The Creative Arts in Adult Education	<i>Students' Symposium</i>	159
The Nonprofit Theatre	<i>Sawyer Falk</i>	164
Music as an Educational and Recreational Field for the Adult	<i>Gertrude Borchard</i>	167
The Place of Recreation in Adult Education	<i>Robert R. Gamble</i>	173
Adult Health Education	<i>Mayhew Derryberry</i>	176

## PART III · INSTITUTIONAL RESOURCES

## 1. RELIGIOUS INSTITUTIONS AND ORGANIZATIONS

Adult Jewish Education in America	<i>Rabbi Israel M. Goldman</i>	179
Catholic Adult Educational Activity	<i>The Very Rev. Msgr. Frederick G. Hochwalt</i>	187
Protestant Christian Adult Education	<i>Dr. T. T. Swearingen</i>	192

## TABLE OF CONTENTS

vii

### 2. PUBLIC SCHOOLS

Public School Adult Education Programs	<i>Thomas A. Van Sant</i>	196
State Legislation and Adult Education	<i>Everett C. Preston</i>	201

### 3. COLLEGES AND UNIVERSITIES

University and College Extension	<i>Walton S. Bittner</i>	214
University Teaching by Correspondence	<i>Walton S. Bittner</i>	222
Alumni Education	<i>Elizabeth W. Durham</i>	225

### 4. LIBRARIES

The Public Library and Adult Education	<i>Mildred V. D. Mathews</i>	228
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### 5. MUSEUMS

The Place of the Museum in Adult Education	<i>Theodore L. Low</i>	236
--	------------------------	-----

### 6. SCHOOLS FOR ADULTS

Adult Education on Its Own	<i>Dorothy Hewitt</i>	240
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## PART IV • COMMON CONCERNS

### 1. PREPARATION OF TEACHERS AND LEADERS

Training Adult Educators	<i>Wilbur C. Hallenbeck</i>	243
Professional Preparation for Public Library Adult Education	<i>Miriam D. Tompkins</i>	250

### 2. MEDIA AND METHODS OF INSTRUCTION

Materials in Adult Education	<i>Robertson Sillars</i>	253
Radio and Education	<i>H. B. McCarty</i>	259
The Motion Picture in Adult Education	<i>Robertson Sillars</i>	263
The Discussion Group in Adult Education in America	<i>Paul L. Essert</i>	269
An Unparalleled Experiment in Adult Education	<i>Cyril O. Houle</i>	276

## 3. COORDINATION AND COLLABORATION

Community Organization for Adult Education	<i>Glen Burch</i>	281
American Association for Adult Education	<i>Morse A. Cartwright</i>	289
The United Nations Educational, Scientific and Cultural Organization	<i>Stephen P. Dorsey</i>	297

## PART V · AGENCIES

Notes on Representative Organizational Programs	304
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## PART VI

SUGGESTED SUPPLEMENTARY READING	529
INDEX	

## FOREWORD

Those of us who are privileged to work in the various fields of adult education in America can congratulate ourselves upon the extensive spread of the movement as evidenced by the composite report of adult educational activities presented in the following pages. We need, however, to temper self-congratulation with some candid and searching self-criticism.

"The strength and stability of democratic government depend upon the force of enlightened public opinion," said the preamble to the Unesco London Conference. As we ponder these wise and weighty words, we would do well to remind ourselves that the core concept of the adult education movement, which originated in the folk schools of Denmark, strongly stressed the improving of society by producing and sustaining an enlightened citizenry.

It is strange, or rather, sad to contemplate the extent to which we in America have tended to forget the social aim of adult education, or to subordinate it to opportunities for individual self-improvement. Not really strange, perhaps, since we are psychologically still a nation of individualists, believing, as did our forefathers in frontier days, that if everybody looks out for himself all will be well. But surely we can not fail to see, as we review the events of recent years, or look around the world today, that a sound society is more than a collection of capable individuals. It must be effective and self-directive as a unit; it must have collective purpose and solidarity. The training of individuals as such must be augmented by their training for citizenship and for full and willing participation in a democratic society.

If the critical need for this training is to be met in our present society, we face an era of mass education such as was entirely below the horizon of the earlier advocates of "universal education." Not only does this new educational world-to-conquer require the use of all the mass media and wide-scale coordination of effort; it also calls for mass programs based on consciously maintained common objectives, serving at least as common denominators of adult education activities. The corporate age of adult education confronts us. Group education for social, intercultural, and international understanding looms up from the context of today's living to become the paramount problem and primary concern of the educator. It would, of course, be ridiculous to saddle all this upon adult education, but for the moment at least these issues constitute what is essentially an adult problem, with the education of adults as the only immediate solution.

It is encouraging to note that both the present programs and the planned activities of the agencies of adult education, as they are here reported, indicate an awareness of, and a readiness to face, this essential task and its obli-

gations. First of all, there are the programs that were originally conceived and planned in terms of the community as a whole. Then there are others which, although addressed primarily to individuals, have entered into cooperative relationships, involving joint responsibility for a generally enlightened society. The consideration of the wider and more educative use of the mass media of radio and film also has close relevance to these new and imperative assumptions of fuller social responsibility. And very obviously, the new emphases on education for democratic citizenship and for world citizenship reflect another aspect of the same awakening.

Properly pursued, any or all of these developments will lead to a better integrated and more socially responsible adult education movement and will, in addition, give the movement its greatest opportunity to gain a new dynamic and to win a new status in the eyes of society at large. But far more important than these gains will be adult education's own rededication to the core concept of its original founders—adult education “as a means of making the democratic process effective, and of giving the people the full use of their mass intelligence in determining their own destiny.”

It is our earnest hope that this volume may help each of its readers to see adult education in this light and inspire him to give to it his active and loyal support.

ALAIN LOCKE

Professor of Philosophy, Howard University  
President, American Association for Adult  
Education, 1946-47.

## PREFACE

While the *Handbook of Adult Education in the United States, 1948 Edition*, is published by the Institute of Adult Education, Teachers College, Columbia University as its chief sponsor, the volume in reality is a joint production of the Institute with the American Association for Adult Education. It will be remembered that the Association was the sole publisher of the two predecessors of this edition, the *Handbooks* of 1934 and of 1936, both of which have been out of print for some years, and both of which attained circulations far beyond the initial estimates. The incidence of World War II accounts for the ten-year gap between the last two editions, for it had been planned tentatively to reissue the volume after a five-year interval in 1941. The events following the attack on Pearl Harbor in 1941 made such a publication venture inadvisable, if not impossible. It is with a very real sense of accomplishment, therefore, that the Institute presents the 1948 edition, with the Association which has had so much to do with making its issuance possible acting as co-sponsor and as official distributor.

This book attempts the impossible. In a country as large as the United States of America, where adult education appears in a myriad forms and is presented through uncounted thousands of agencies large and small, it is quite outside human limitations to set forth an inclusive, detailed account of adult education activity. It is almost as difficult to present, in cross section as it were, a true picture in the requisite detail of the countless ways, formal and informal, in which Americans in the conduct of their daily lives go about the business of informing and of educating themselves the better to carry on their functions as citizens in a representative democracy and as the creators of an American and in part of a world culture. The *Handbook* represents a manful attempt to sketch such a picture, in full realization, however, that it is attempting the impossible, that many of the outlines are incomplete, many of the intricate patterns of detail brushed over, and much of the richness of color perforce sacrificed to the requirements of the printed page.

Even with its shortcomings, which are known to the editor and publishers, the 1948 *Handbook* in its implications and factual presentations concerning the educational activities of many millions of our population is an inspiring volume. To scan its pages is to renew one's belief in the democratic way and to drink once more at the fountain of enlightenment that promises a better day and a better world.

For better days in a better world are to be achieved only through that understanding—among and within peoples—which is based upon educational processes. The spectacle of millions of Americans pursuing such a goal,

for whatever acknowledged and immediate reason, is in truth inspiring. It encourages the belief that the future may contain, eventually and as a result of understanding, some factors other than appeals to prejudice and unreason, something other than supposed choices between extremisms of whatever unsavory character, something enduring and uplifting in its approach to a folk-culture rooted in reason and reasonableness and given expression in a working democracy. And it is to be remembered that even where the objectives stated are materialistic, such materialism is translated by the individuals partaking, more times than can be recounted, into the pure gold of cultural experience, out of which comes understanding among men and nations. Both the so-called vocational and the so-called cultural merge when the goal of true understanding is visualized completely. Such are the unstated but nevertheless present implications and inferences to be drawn from this omnibus account of American adult education.

This *Handbook* is chiefly the work of its editor, Mary L. Ely, formerly the editor for eleven years of the *Journal of Adult Education* and the compiler and editor of the omnibus volume, *Adult Education in Action*. In her double capacity of Research Associate both of the Institute and of the Association, she has given unstintedly of her time far beyond any recompense, to the compiling and editing of this extensive volume. The *Handbook* represents almost two years of Miss Ely's life. It has been largely a labor of love for her, and whatever intrinsic merit the book possesses is attributable to her care and her marked abilities. In this work she has been ably assisted by Elsie D. Willhafft, Membership Secretary of the Association, and by Dora Kaufman of the Institute and Association staffs.

In a larger sense, perhaps, the *Handbook* is not the work of Miss Ely and her associates at all but represents a truly cooperative endeavor on the part of several hundred laborers in the vineyard of adult education. Certainly the book would not have been possible without their help, which has been cheerfully given and at the sacrifice of individual time and effort. To all of these cooperators (whose names are far too numerous to mention), the Institute's officers and staff give their most sincere thanks and appreciation. Particularly is gratitude expressed to the fifty-five individuals who contributed articles reproduced herein.

MORSE A. CARTWRIGHT

Professor of Education, Teachers College, Columbia University; Executive Officer, Institute of Adult Education; Director, American Association for Adult Education.

January 2, 1948  
New York, New York.



## PART I

### INTRODUCTION



# WHAT WE MEAN BY ADULT EDUCATION

By Lyman Bryson

*Counselor on Public Affairs, Columbia Broadcasting System  
President, American Association for Adult Education, 1944-46*

Le résultat des luttes politiques est  
de troubler, de falsifier dans les  
esprits la notion de l'ordre d'importance  
des "questions" et de l'ordre d'urgence.

—Paul Valéry

## *Urgent? Important?*

The French poet and philosopher, who warns us in the passage quoted above that politics causes men to confuse what is urgent with what is important, would probably have agreed that this incisive truth which he applies to politics has even more edge when applied to education. One has to admit that the distinction between the important and the urgent is often difficult to make. But the principle is not to be escaped. Because we think that the important things can wait until the urgent things are settled, we frequently end by getting nothing settled. The urgent problem of today is very likely to exist because the important problem of yesterday was never tackled.

## *The True and the False Gospel in Adult Education*

In adult education, as it has developed in our country, an early manifestation of the tendency to confuse urgency with importance arose out of the special problem created by our large immigrant population. In the mind of nearly everyone who became familiar with the term adult education as it gained currency among us, it came to have only one meaning—teaching English to foreigners and preparing them for American citizenship. This is a noble work, which was greatly needed then and may be needed for a long time to come, but it is only a limited part of adult education. Taking our culture as a whole, it is not the most important part.

Another misleadingly narrow concept of adult education, which gained wide acceptance in the early days of the movement, was based upon the old definition of education as preparation for life. According to this view, the main purpose of adult education was to offer to adults the educational opportunities of which they had been deprived, for one reason or another, in their earlier years.

Members of the American Association for Adult Education, when it was

organized in 1926, being aware of the prevalence of these misconceptions of adult education, cast about for some new name, such as "lifelong learning." The charter members of the Association wanted to be taken for what they actually were, crusaders for adult education as a normal part of a normal life, not as something special or remedial. As they saw it, and as we see it now, adult education embraces whatever help in living can be got from the recorded or communicated experience of others. It is education for everybody at all times and in all conditions.

The alternative to this treatment of learning as a normal part of all normal lives is to admit that our civilization is so straitened and so meagre that it can be managed and enjoyed to the full by a person who has learned only what can be learned by a child.

Just when the early advocates of lifelong learning thought that they were making some gain in the fight for their interpretation of adult education, the economic depression of the nineteen-thirties struck the nation, upsetting everything—values, achievements, the meanings of common words.

Thousands of devoted and intelligent teachers and administrators of education found in the Federal Emergency Education Program, conducted under the Works Progress Administration, a great chance to take up new work or to practice faithfully their old skill. They achieved great things under severe handicaps. While they were working, successful campaigns of general public education were carried on to make it clear to everyone that their work was needed and that their wages were well earned. Communities that had never had the least concern for adult education got the gospel, but, unfortunately, the wrong gospel. Wrong and dangerous! Once more, the term adult education came to be associated in the public mind with an emergency. It was thought of as something special, done for the underprivileged by displaced teachers—a wonderful work, but of the same order as charity, to be done once in the hope that it would never have to be done again.

Now again, in this postwar period, adult education faces grave danger. There is danger that an urgent need will bring help and wide popular support to adult education, but will in the long run do it harm, because the people who come to its aid will fail to see the important problems that underlie the emergency.

Everybody wants something done for the veterans. To give further education to the veterans is, indisputably, a worthy aim. The colleges and universities are doing their share, a large share. In addition, all kinds of community enterprises are being undertaken, with the veterans in mind.

Promoters of adult education believe, of course, that there should be community centers in which education and recreation and reading and music

and discussion of public questions and other activities for the betterment of ordinary living can be carried on. This is standard doctrine in adult education. Undoubtedly, too, it may be appropriate in some instances to build community centers as war memorials. But, in this friendly agitation on behalf of the veterans, there is danger that people will once again think of the need for adult education as an emergency need, caused this time by the catastrophe of war. The need to learn, to associate with our fellow men in community enterprises, to enjoy leisure in creative activity—these needs did not spring from a catastrophe. Nor is it possible to satisfy them by means of an emergency program of adult education which can be speedily finished and forgotten. These needs are basic and continuous, a normal part of every satisfactory life.

### *The Basic Business of Living*

When we turn from the immediate postwar problems of adult education and delve into those that lie on still more difficult levels, we find the same need for clear purposes and an understanding of what is important in the basic business of living.

It is often necessary to insist on the distinction between urgency and importance when one is dealing with men and women who may think that urgent matters, practical matters, are all that make any real difference. It may be difficult to convince them that their immortal souls are worth more to them than their jobs and their incomes.

But to convince ourselves and others of this truth is not to find a simple answer to the question of how we are to deal with adults who have different experiences and different desires. They have quite different souls. Some teachers have sought a solution to this problem in the theory that there is a common core of knowledge, a common store of wisdom, so rich and so universal in its application that it can be used to satisfy the needs of all comers. There are other teachers who are not content to accept this easy answer.

It would seem far better to be more empirical; to take each man at the top of his range and help him to move upward. Everyone has a range of tastes and interests, not just a fixed response at a fixed point. If we reach for the top of the range, we shall constantly extend the range upward. That is teaching. And here again, it is the difference between the urgent and the important that we must keep in mind. In any teaching, the important result is the experience of real human beings in a real situation in a real moment of time. The importance does not inhere in the subject taught. Even in the study of the classics, or any selection of "great books," the important thing is to continue the great thoughts of the past in the living minds of the now.

*The Ultimate Goal*

There is a last point for our consideration. It is urgent now to reorganize the world and to save us all from atomic explosions, or radio-active clouds, or whatever destructive horror man's ingenuity may next devise. No one questions that this reorganization is important as well as urgent; the kind of civilization we have known is at stake. But, even so, there is still a difference between what is urgent and what is important.

Mere survival is not important. As a matter of mortal truth, no man can survive for very long. We have always lived in peril, literally not knowing how many hours we had on earth. But this knowledge has not discouraged our efforts nor made us frantic. In our nobler moments, we have not cared merely to survive but to live what hours we had in dignity, and to make the best use that we could of all our strength.

We need to organize the world for peace and collaboration, if we are to have any world at all. But it must be a good world for the sake of goodness. It must be a peaceful world for the sake of the free and useful lives that men can live in peace. The scientists and the soldiers may have changed the pace of life, but they have not affected its goal. To survive may be urgent; but, in any term of existence, the important thing is still what we ourselves are and what we help others to be.

## PART II

### AREAS OF INTEREST, ACTIVITY AND NEED

1. VOCATIONAL EFFICIENCY
2. ECONOMIC UNDERSTANDING
3. CIVIC PARTICIPATION AND RESPONSIBILITY
4. BETTER HUMAN RELATIONS AND COMMUNITY IMPROVEMENT
5. GROUP INTERESTS
6. PERSONAL GROWTH AND SELF-REALIZATION





# VOCATIONAL GUIDANCE FOR ADULTS

By Helen R. Smith

*Director, Vocational Advisory Service  
Trustee, National Vocational Guidance Association*

*Editor's Note:* For examples of vocational guidance programs provided by (a) colleges and universities and (b) private and public social agencies, see p. 482 ff.

## *The Why and What of Vocational Counseling*

Vocational counseling is a relatively new profession which has as its purpose helping people make sound vocational plans. A competent vocational counselor is skillful in understanding and dealing with people, and therefore knows how to interview them. He is familiar with psychological and aptitude tests and experienced in interpreting them, and he is well versed in occupational requirements.

The counselor's work with the individual usually begins with an unhurried interview in which the client is helped to weigh his various interests and abilities, at the same time reviewing his educational background and his work experience, his health and his family circumstances.

Counseling procedures nowadays also usually include the use of some aptitude tests. The counselor considers the results of these tests, together with the facts which are available through the client's educational and work records and those disclosed by the interview. These data differ widely from case to case, including such factors as family pressure for prestige or for financial assistance, a series of discouraging experiences, recreational activities that have vocational significance, or special talent or business opportunity.

In a later interview the counselor helps the client consider these factors in relation to one another, and arrive at some course of action, such as trade training, professional courses, or further general education; or it may be exploration through work as to the reality of the client's current interests.

In all, the counselor tries to help the client get a clearer comprehension of the vocational directions indicated by his interests and abilities and make a start toward a goal which seems practical and challenging. The counselor's aim is essentially an educational one—to help the client gain in ability to think with increasing objectivity on his vocational questions, and build up attitudes which will enable him to meet later phases of his problem constructively, with realism and confidence.

Up to the present time, the vocational counselor has worked chiefly with

of vocational counseling were assigned to aid veterans and other employable persons in deciding on employment objectives. The Veterans Administration later established counseling services within its own headquarters, and cooperated with colleges and universities to provide counseling facilities. It also utilized counseling services already existing in other community agencies. Some of these postwar centers have been successful in enlisting community support and extending their services to non-veterans in their communities; others are working toward that goal.

It is too soon to know what will be the final effects of this rapid postwar extension counseling for adults. The National Vocational Guidance Association is responding to the resultant increase in the number of counselors by working out detailed requirements for professional membership. Educational institutions are expanding and supplementing their training courses to provide a sound foundation in theory and also in practice for the vocational counselor.

Meanwhile, more adults than ever before are receiving vocational counseling, and this service has been accepted as a responsibility on the part of society for at least one fairly large group of citizens—the World War II veterans. All this may be the prelude to a national program of counseling adults which will develop under government agencies, while private agencies continue to carry on experiments or develop techniques to meet new needs as they arise.

The soundness of this program may in part be measured by the consistency with which it reflects the original social and educational aims of the vocational guidance movement, and the consistency with which it seeks and wins the cooperation of management and labor, as well as of education and welfare.

# VOCATIONAL EDUCATION FOR ADULTS

By L. H. Dennis

*Executive Secretary  
American Vocational Association*

*Editor's Note:* For illustrative examples of vocational education programs offered by various types of schools, see p. 478 ff.

## *Effects of the War*

Vocational education for adults received great impetus from the experience we gained in World War II and from our efforts to solve certain post-war problems. For example, one of the lessons that the war taught us was the absolute necessity of training specifically for any production job, agricultural or industrial, and for the equally important business and administrative jobs pertinent to production. We learned, too, that the job efficiency so vital in accelerated war production is no less essential in a peacetime economy.

## *Greater Demand for Training*

Vocational education for adults now is being offered for a wider range of occupational fields than ever before, and new training courses preparatory to new types of work have appeared in many postwar evening school programs for adults. In the industrial field particularly, new processes, methods, materials, products, and markets have been reflected in the service which vocational schools and classes today offer adults.

In rural communities, many war-born programs of adult education have been continued in peacetime "by popular demand." Training in care, maintenance, and repair of farm tools and equipment was vital to food production during the war years when new farm machines were not being produced. These training courses, and instruction in production and processing of food for family use, enrolled more adults than all other types of instruction in the Food Production War Training program, and they are the two types of instruction which rural people continued to request of the schools after the war ended. Instruction that will increase production and farming efficiency has come to be clearly seen as essential to agricultural prosperity.

Home-management problems also were accentuated by war and post-war conditions. As a result, the demand for vocational instruction on the adult level in housekeeping and homemaking areas is probably greater today than at any previous time.

Retailing and office occupations, which generally were conceded to have "struck an all-time low" during the war years, have received in the postwar period new interest and attention from both employed and unemployed adults.

### *New Trends*

A new trend in adult education today, in both urban and rural communities, is the scheduling of courses at the hours most convenient for those desiring instruction, without regard for the time-honored established hours for such classes. "School around-the-clock" was an actuality during the war. Because the advantages of the plan were obvious in wartime it has been continued with modifications in many schools.

An important factor in the expansion of adult programs is the trend toward advancing the age at which young people can be legally given full-time employment. As social legislation and the labor market combine to keep youth from entering employment for a longer period, the adult education programs face the need of lengthening and strengthening their training courses. Thirteenth and fourteenth grades are being added to the regular day-school program, and part-time schools and evening schools are expanding and broadening their efforts to meet this emerging situation.

# EDUCATIONAL ACTIVITIES OF CORPORATIONS

By Leon Brody

*Editor's Note:* For notes on a selected list of corporation programs, see p. 332 ff.

## *Extent of Activities*

Consciously or unconsciously, formally or informally, every business organization has always had some sort of training activity, particularly for new personnel. In a still broader sense, most organizations have occasionally engaged in some sort of "educational" activity designed to influence or develop the thinking or attitudes of their employees.

During the past decade or so, these activities have received important recognition and increasing acceptance. This trend may be attributed to at least four factors: the complexity of contemporary industry and of its equipment; the growing importance of efficiency from a competitive or profit point of view; the production demands of the recent world conflict; and crystallization of issues in the labor-management tug of war. Under such vital circumstances, it is not surprising that a reciprocal action has been noted in planned improvement of training devices and procedures.

It may be conservatively estimated that fifty per cent of the large corporations employing three thousand or more people have established training programs. (The percentage is considerably smaller, of course, in the case of smaller companies.) Both classroom instruction and on-the-job training are utilized. Most classes are held during working hours; but many are conducted after work, usually but not always on the employee's own time.

## *Media and Methods*

In many communities it is possible for much of the desired instruction to be obtained through facilities of the local public schools and universities. Usually, an arrangement is made whereby employees attend classes, generally in the evening, in subjects that will be of direct or indirect value in developing their abilities or usefulness. Under such an arrangement, the company, as a rule, defrays all or part of the tuition, contingent upon satisfactory work in the course. A number of the largest corporations have established their own schools or training centers.

All the devices utilized by adult educators—and other means, too—are employed in the educational activities and training programs of corporations. These include: conference meetings; talks; motion pictures; sound slide

films; exhibits; public address systems; bulletin boards; direct mail; pay envelope inserts; employee handbooks; and house organs, to mention some of the more common media. There are thousands of periodically published company papers, and countless manuals or handbooks. The latter are no longer merely "books of rules"; they are designed to orient new employees, to provide information about company relations with employees, customers, and the public.

### *New Trends*

Undoubtedly the most significant new trend in company programs for employees is reflected in present-day efforts to provide workers with an understanding of economic facts and questions from the point of view of management. This activity has been occasioned largely by the efficient job that organized labor is doing in portraying to the rank and file the facts about prices, profits, wages, inflation, full production, and economic security, as labor sees these facts. Now comes business with annual reports to employees, broadsides, newspaper advertisements, and other literature and media to depict its side of the matter.

Another major development is to be found in programs for the improvement of supervisors. Fairly consistent emphasis is placed on training in human relations. Increasingly, it is realized that machines produce only what men want them to produce; that this desire to produce is dependent upon the satisfactions a man seeks from his job; that wages may be the major issue, but are by no means the sole issue in job satisfaction; and that the supervisor, in his capacity as the link between management and workers, plays a primary role in the achievement or blockage of such satisfaction. Because the realization of these significant truths is sinking in, the program for supervisors usually consists of a series of conferences, under the guidance of a trained leader, in which participants seek to arrive at a practical understanding of some aspects of human nature; and, in general, to decide on fair and just treatment of employees under normal and abnormal circumstances.

To run the entire gamut of occupational classification, programs for the development of executives are currently making their appearance. The objectives: to round out the background of top individuals; to improve inter-departmental relationships; to provide capable replacements for present key men when they step out of the picture. Significantly enough, human relations constitute an important area of discussion on this level, too.

## PRIVATE CORRESPONDENCE SCHOOLS

By J. S. Noffsinger

*Director, National Home Study Council*

*Editor's Note:* Since only nonprofit-making organizations are listed in this book, readers are referred to the National Home Study Council, 839 17th St., N.W., Washington 6, D. C., for information concerning privately owned and operated correspondence schools. A description of correspondence courses under university auspices appears in the article on "University Teaching by Correspondence." (See p. 222 ff.)

There are in the United States approximately 200 private correspondence schools that are organized and operated on a commercial basis. It is estimated that these schools, collectively, enroll more than 800,000 students each year. For the most part, they offer only trade, vocational, and technical courses. Some of the textual materials prepared by certain of these schools for their students are considered to be among the best vocational literature available today within the fields covered. Virtually all well-recognized trades or vocations are served by one or more of these institutions.

The private correspondence school caters primarily to the young adult. The median age of students enrolled is approximately 26 years; the middle 50 per cent range between the ages of 22 and 29 years.

These schools function most successfully within the field of "job improvement." They meet the needs, for example, of the bookkeeper who wishes to become an accountant, the factory worker who desires to become a foreman, the carpenter who has ambitions to become a contractor. The majority of correspondence students are employed men and women who hope to raise themselves to a level of greater efficiency and thus to increase their income. Most correspondence schools obtain their enrollments through a direct appeal to this economic motive. Such an appeal not only attracts individual students; it also wins the approval of American industrial and commercial corporations, as evidenced by the fact that more than 5,000 of them have some kind of contractual relations with these schools for the "up-grading" and training of their employees. In many instances, special home study or correspondence courses have been "tailored" to meet the specific needs of the employees of individual corporations. These courses usually relate to the sale of such articles as automobiles, shoes, drugs, groceries, petroleum products, and utilities, or are planned for organizations, such as chain and department stores, which maintain large groups of personnel.

There is little or no conflict between the vocational courses offered by

the private correspondence schools and those offered by resident institutions. The correspondence courses are supplementary to those offered in the public schools, rather than competitive. The majority of the students of the home study institutions reside in smaller communities where there are few, if any, evening vocational courses available. The private correspondence school, therefore, represents about the only opportunity for formal schooling in vocational subjects that is open to approximately 75 per cent of the adult population of this country.

Among the 200 private correspondence schools mentioned above, there are a number of irresponsible institutions whose courses of study are of questionable merit. Their offerings frequently consist of courses that either are obsolete or are given without personal instruction; that is, they are reading courses only. Schools of this type have in the past been responsible for casting an unfavorable reflection upon the entire correspondence school field. It is highly desirable for a prospective student to investigate the rating of a correspondence school before enrolling.

The National Home Study Council, Washington 6, D. C., was organized in 1926 as an inspecting and approving agency for this field. The Council cooperates with privately owned correspondence schools and other interested agencies in making effective a constructive program designed to curb and eliminate unfair exploitation of ambitious persons by unworthy correspondence schools. It inspects and approves courses of instruction offered by this type of institution. Each year, the Council publishes a directory of the schools that have been inspected and approved by it. This directory, called the *Home Study Blue Book*, a 32-page booklet, is sent free upon request.



## VOCATIONAL REHABILITATION

By Michael J. Shortley

*Director, Office of Vocational Rehabilitation  
Federal Security Agency*

*Editor's Note:* For notes on the programs of a selected list of rehabilitation agencies, see p. 437 ff. The postal address of any state or city agency of the federal-state vocational rehabilitation program may be obtained from the Office of Vocational Rehabilitation, Federal Security Agency, Washington 25, D. C.

### *The Federal-State Programs*

The federal-state programs of vocational rehabilitation which are in operation in all the forty-eight states, the District of Columbia, Alaska, Hawaii, and Puerto Rico, are designed to restore handicapped civilians of working age to their fullest possible physical, mental, social, vocational, and economic usefulness. It is intended that the services should be rendered not as charity, but as legal rights of the persons concerned.

According to the most conservative estimates, a minimum of 1,500,000 men and women of working age in the country have job handicaps in the form of physical and mental impairments, and are eligible for, and can profit from, the federal-state vocational rehabilitation services. This figure includes only persons who are handicapped vocationally. It does not cover the millions who are disabled, but not to an extent which interferes with their earning a livelihood at their highest possible levels. Nor does it cover those who are so badly crippled as to prevent their being absorbed into the nation's working force.

The federal-state programs are designed to be of service to *civilian* men and women with job handicaps—seven to ten persons in each thousand—by providing guidance, training, medical care, placement, and post-placement follow-up to assure proper adjustment.

In the first four years after federal-state vocational rehabilitation was expanded by the Barden-LaFollette Act (P.L. 113 of the 78th Congress) which became law in July, 1943, approximately 166,000 physically and mentally handicapped men and women of working age completed rehabilitation and went back to work. The average cost of the rehabilitation services provided was approximately \$400 per person. This, it is to be noted, is a one-time outlay, whereas a minimum of \$300 to \$600 is expended annually from public and private sources to maintain a handicapped person as long as he remains in dependency.

The economic value of the federal-state program of vocational rehabilitation is reflected in the fact that in a single year the income of rehabilitants increased from approximately \$12,000,000 a year, received in payment for odd jobs and part-time employment, and as gifts from relatives and friends, to a rate of approximately \$73,000,000 a year earned as job holders—an increase of 600 per cent.

### *Vocational Assets of Disabled Persons*

Most disabled persons can work efficiently if prepared for jobs compatible with their physical condition, aptitudes, and abilities. A man with a leg amputation can do virtually anything at a bench or desk that an able-bodied man of equal skill can do. A man with an arm amputation may still be a competent salesman, draftsman, or lawyer—to mention only a few of the many occupations open to him. With present-day prosthesis, he may even retain or acquire high mechanical skills involving the use of both hands. The deaf person is handicapped only in communication, and not in the skilled use of mind and hands. Persons with arrested tuberculosis and those with heart defects are limited only in performing heavy manual labor, and not in the duties of lighter skilled vocations. The blind quite frequently compensate for their loss of vision by quickened perception, power of concentration, and manual dexterity.

In fact, nearly every disabled person still possesses far more vocational assets than he has lost through his impairments. All he requires to achieve economic usefulness is vocational rehabilitation to develop his remaining skills and capacities. Frequently, the very fact of impairment acts as a spur to accomplishment, when the individual realizes that he may compensate for the defect and be successful in a suitable occupation.

It is well worth noting both as an obvious result and as an implied purpose of rehabilitation that, in restoring a disabled person to the human dignity of independence in productive work, the state lifts the individual and his family from despondency and indifference into contented, self-respecting citizenship. Society also benefits by the employment of the disabled in the utilization of talents and abilities that the nation cannot afford to waste. And there is a further tangible benefit in the lessened burden of public relief.

### *Estimated Numbers of Disabled Persons*

Vocational rehabilitation is provided for disabled men and women of working age, regardless of the origin of the disability. Although data on the current number of disablements from all causes and the exact number of per-

sons needing rehabilitation are not available, the needs of the civilian population can be estimated in broad proportions from studies made in the past.

On the basis of a national health survey conducted in 1935-36, the U. S. Public Health Service estimated that there were then approximately 23,000,000 persons in the United States with physical impairments of varying degrees. Of these, 18,000,000 were between the ages of 16 and 64 years, evenly divided between the sexes. In the male group, slightly more than 6,000,000 were capable of employment with selective placement; 1,500,000 needed rehabilitation before employment would be possible; and more than 500,000 were so seriously disabled that employment would be very limited even after rehabilitation.

Since only one fourth of the female population in this age group—16 to 64 years—were in the labor force in 1935-36, it is difficult to determine, on the basis of the study made at that time, what the needs of women for rehabilitation may now be.

Furthermore, reports of the Bureau of Labor Statistics disclose that approximately 800,000 persons are disabled by industrial accidents annually; 100,000 or more being so severely injured each year as to require rehabilitation services before re-employment is possible. The total number of persons whose employability is affected each year by disabilities resulting from chronic diseases is indeterminate.

It is much more difficult to estimate the number of mentally handicapped persons. An indication of the scope of this problem may be obtained from the following facts and figures compiled during World War II by the Occupational Analysis Section of the War Manpower Commission. The 1940 Census listed 591,000 persons as confined to mental hospitals. It can be presumed that many of these, on discharge, have difficulty in obtaining work. It is estimated that one in every 20 persons born will eventually spend some part of his life in a mental hospital; and probably one in ten will be incapacitated by mental disease at some time during his life, though he may not be sent to a mental hospital. In addition, an estimated four and a half per cent of the population, or more than 6,000,000 people, are mentally deficient. Of these only about one per cent are in institutions for the feeble-minded.

### *Rehabilitation Laws*

Assistance in rehabilitation of the civilian disabled was first accepted as a legal obligation of the Federal Government in the Vocational Rehabilitation Act, passed in 1920. The Social Security Act of 1935 carried stabilizing provisions for a continuous service. With the enactment of state legislation, all the states, the District of Columbia, Hawaii, and Puerto Rico undertook

vocational rehabilitation programs which, though limited in funds and services, rehabilitated 210,000 persons into employment prior to July, 1943. Alaska joined the program in 1946.

While the period 1920-1943 did not bring about sizable reduction in the potential caseload of handicapped persons, the experience gained during these 23 years did serve to accentuate the gaps in the facilities and services provided for by legislation. Accordingly the Congress, in July, 1943, enacted a series of amendments to the Vocational Rehabilitation Act to overcome limitations in the existing legislation and to provide for the unmet needs of the civilian disabled. These amendments became Public Law 113 of the 78th Congress.

Under the provisions of this law, the mentally as well as the physically handicapped may be served. The blind may be rehabilitated on the same terms as other groups of the disabled. There is specific provision for war-disabled civilians, including merchant seamen and civil employees of the United States Government injured in line of duty. Services are also available to the men and women who are discharged by the armed forces with non-service-connected disabilities and who are not eligible for vocational rehabilitation under the Veterans Administration program.

Public Law 113 removed the ceilings on federal funds which can be allocated to the states as grants-in-aid for carrying out their programs. The Federal Government is permitted to assume all necessary administrative costs incurred by the states, as well as their expenditures for the guidance and placement of disabled individuals. Medical examinations and treatment, training, and the costs of similar services are shared by the states and the Federal Government on a 50-50 basis, while the costs of services for war-disabled civilians receive full federal reimbursement.

A most significant provision of Public Law 113 authorizes the use of federal funds to match state funds for the physical restoration of the handicapped so that they may as nearly as possible approximate normal work capacity. This provision gives strength to the rehabilitation axiom "never train around a disability that can be remedied," and rounds out vocational rehabilitation services for a realistic attack on the problems of disablement.

Under the cooperative federal-state plan, the operating functions rest with the State Boards of Vocational Education, each of which has a Division of Vocational Rehabilitation with a full-time director and professional staff.

In the states that have laws authorizing State Blind Commissions or other agencies to render vocational rehabilitation services to the blind, rehabilitation for the blind is rendered by these commissions or agencies. In the 16 states or territories, where no such agency exists, the blind are served by the State Vocational Rehabilitation Agency.

*The Federal Office of Vocational Rehabilitation*

The Office of Vocational Rehabilitation, a constituent unit of the Federal Security Agency, is the U. S. Government's instrument in the cooperative program. It is responsible for the establishment of standards in the various areas of service; for technical assistance to the states; and for certification of federal funds for grants-in-aid to the states on approval of state plans that meet the requirements of the authorizing act of Congress. Special assistance is furnished to the states through regional offices.

The policy of using existing public and private facilities and resources of service has been adopted, instead of creating new facilities or attempting to equip one agency for the total job of rehabilitation.

The federal-state program establishes no special works projects. Instead, training is obtained from public and private schools, from vocational training courses, and from in-service training on the job. No medical centers or hospitals have been established. Medical and surgical diagnostic services and treatment are obtained from practicing physicians. Hospital care is purchased from existing public and voluntary hospitals. No "made work" is set up for placements. Employment is on the customary business basis, whether in private business, in self-employment, or in government service.

Two committees supply the Federal Office of Vocational Rehabilitation with professional guidance. One of them is the Rehabilitation Advisory Council, composed of outstanding representatives of business and industry, labor, medicine, social welfare, and other interests closely allied to the problems of rehabilitation. The other is the Professional Advisory Committee representing the medical specialties most actively concerned with the adjustment of the disabled.

Since rehabilitation is a highly personalized service, the state agencies handle each disabled person's case as a special problem in human engineering, using clinical methods of case work to formulate and carry out individual plans for rehabilitation. Among the various factors, all or part of which may be required for successful adjustment, are the following: vocational counseling and guidance to select and attain suitable fields of work by relating vocational capacities to job requirements and community occupational opportunities; vocational training to furnish new skills where physical impairments incapacitate the person for normal occupations, or where skills have become obsolete because of changing industrial needs; placement in suitable employment to afford the best use of abilities and skills in accordance with the individual physical condition and temperament, and follow-up on performance in employment to afford adjustments that may be necessary or to supplement training, if indicated.

Physical examination, counseling, training, and placement are available at no cost to the disabled. Medical treatment, transportation, maintenance, instructional supplies, occupational tools and equipment are provided without cost if the applicant is unable to pay for these services from his own resources.

There are certain other limitations with respect to physical restoration services which bear only indirectly on the educational aspects of rehabilitation. In brief, it may be said that services for the physical reconstruction of the disabled emphasize constructive medical measures, designed primarily to assist handicapped persons to obtain remunerative employment.

The continuous service that binds the various rehabilitation services into a comprehensive plan for individual adjustment is that of counsel and advisement. Age, education, mental and physical capacities, background experience, and self-determination are factors which must be weighed individually since no two persons are wholly alike or react in the same manner to any given program. The key to successful rehabilitation is in weighing each case constructively to determine residual abilities on which to build.

Interwoven in the rehabilitation process is the importance of translating the essential facts, as brought to light by analysis, into the disabled person's language so that he may rightfully share in determining and carrying out a plan that will capitalize assets and minimize liabilities. Counseling must be so sympathetic that a problem is seen through the eyes of the disabled; and so objective that errors of judgment are recognized and counteracted by intelligent evaluation.

In the areas of occupational diagnosis and orientation—and in certain types of vocational, social, and personality problems—counselors are the specialists, although they call upon other specialists for assistance with concomitant problems.

Rehabilitation counseling requires familiarity with many types of work upon which the counselor must draw without being identified with them. His concern may be with training and education, yet he is not a teacher. He makes use of psychological tests and measurements, and of psychiatry, without being a psychologist or a psychiatrist. He must have knowledge of the regulations and risks of industry, without being a factory inspector. In a word, a rehabilitation counselor must have sufficient knowledge of other services to know when to call upon them and how to use them.

### *Cooperating Agencies*

The Federal Office of Vocational Rehabilitation relies on the development of cooperative agreements to correlate activities and to avoid wasteful duplication of services. In the federal agencies, these cooperative agreements are statements of certain basic principles to be translated into working arrange-

ments within the states. Covered in these agreements are three elements of cooperation reciprocally desirable, namely: the interchange of information and experience; maximum use of all facilities; and mutual referral of cases. Each agreement provides for safeguarding the confidential nature of information, and there is provision, also, for working out, by mutual consideration, such other cooperative measures as local conditions require.

Among the many agencies with which agreements have already been effected by the Office of Vocational Rehabilitation are: the National Tuberculosis Association; National Foundation for Infantile Paralysis; Farm Security Administration; National Association of the Deaf; National Industries for the Blind; United States Employment Service; the Veterans Administration, and others. The list continues to grow as negotiations for agreements with still other agencies are completed.

Close relations have existed for many years between the State Rehabilitation Agencies and certain other state agencies. In the expanded program, it is hoped to establish relationships for the exchange of advice and services with various voluntary agencies that have a stake in rehabilitation.

From the rehabilitation standpoint, assistance is required in locating disabled persons in need of services. Data on the personal, social, medical, and psychological background of individuals must be obtained from many sources for case histories and studies in the field of rehabilitation. It is often necessary to adjust or eliminate, if possible, personal or home factors which may interfere with the realization of a satisfactory rehabilitation. This can best be accomplished through the aid of associated social agencies.

Under the federal-state program, maintenance is provided on the basis of need for persons receiving training. Here, again, cooperation plays its part, because maintenance for the individual's family, which cannot be provided as a part of vocational rehabilitation, must sometimes be arranged during the rehabilitation period. Programs for the disabled who must be employed under sheltered conditions constitute another example of services which can be shared.

Of fundamental importance to the cooperating agencies, as well as to the federal-state program, is complete understanding of the role of vocational rehabilitation in the over-all adjustment of social problems. The effective use of the rehabilitation services, whenever they are a part of the total solution of individual problems, depends upon the ability of the cooperating agencies to interpret the rehabilitation process and purpose to their clients.

### *No Longer an Experiment*

No longer an experiment, the methods of vocational rehabilitation have been thoroughly tested throughout our country. Every rehabilitated person channeled into employment has been a demonstration to some community

and to some employer of the satisfactory utilization of the physically handicapped who are carefully prepared and selectively placed. A more comprehensive test has been made by certain great industries, such as the Ford Motor Company, The Western Electric Company, the Caterpillar Tractor Company, and the major aircraft plants, who have employed rehabilitated workers for more than ten years.

The extensive use of physically handicapped persons during the manpower shortage of World War II was a demonstration on a national scale of the effective utilization of workers with all types of disabilities.

According to the National Association of Manufacturers, 83 per cent of the nation's wartime industries employed disabled people in all types of work, from aircraft manufacture and shipbuilding to watch repairing. Within a period of 20 months, 30,450 disabled men and women, 500 of whom were blind, entered the federal service in the heavy government industries, professional positions, and clerical jobs.

This war experience cannot be viewed in its entirety as a permanent advance. Yet there are some net gains of very positive value.

That the disabled made good in war jobs, with a remarkably favorable record as to production, absenteeism, labor turn-over, and proneness to accidents, was revealed in a study made by the Federal Office of Vocational Rehabilitation. The study covered 117 major industries ranging geographically from Connecticut to California. And employers everywhere are discovering that the handicapped are *not* handicapped at work for which they are suited; that they have an ability range as great as that of the workers who are not disabled.

The period of readjustment from wartime to peacetime economy presented a vast and intricate problem, a *human* problem, whose final solution will require the exploration of the needs and the abilities of all our citizens—able-bodied and disabled alike.

Our present long-range planning for vocational rehabilitation is, therefore, based upon developing procedures as the foundation of a sound national policy which will assure every disabled citizen full opportunity for achievement in that useful place in the manpower of the nation which he is potentially capable of assuming.



# ADULT EDUCATION IN HOSPITALS AND SANATORIA

By Holland Hudson

*Director, Rehabilitation, National Tuberculosis Association*

## *A Look Backward*

"For the chronically ill, the pursuit of a hobby is frequently of great therapeutic value. For those who can hope for eventual recovery, but who must face a long period of curing, study is not only a help in treatment, but also often a valuable aid in rehabilitation. . . .

"More than forty tuberculosis sanatoria now provide some kind of study opportunities for their patients. A random sampling of five thousand tuberculosis patients in forty sanatoria in fifteen states reveals that the majority of these patients have no secondary school education, that they have no idea of what kind of work they should undertake when cured, but that they are interested in some forms of academic or vocational training. . . .

"The methods of instruction, as well as the courses offered, vary in the different institutions. In some cases, only ambulant patients are allowed to study, and the teaching is done in regular classroom groups. In other instances, the radio is used, the patients lying in bed and receiving instruction through their headphones."<sup>1</sup>

## *Current Programs and Trends*

The situation described above has changed substantially since the publication of the article from which the quoted paragraphs were taken. Tuberculosis is the same disease it was in 1936, is still the leading cause of death by disease among young adults, still imposes permanent handicaps upon thousands who survive. However, successful recovery is now sufficiently frequent to have affected the popular attitude toward treatment institutions, making it, as a rule, a shade less superstitiously morbid.

The tuberculous patients of today have reached, in company with our general population of the same age, a higher educational mean than those of previous decades. This rise in the educational level encouraged more hospital administrators to explore the therapeutic possibilities in suitably controlled educational activities. State divisions of vocational rehabilitation have discovered that they can aid more patients, and serve them better, by

<sup>1</sup> Burhoe, Beulah Weldon. "Adult Education in Sanatoria," *Handbook of Adult Education in the United States*. New York, American Association for Adult Education, 1936. p. 69.

establishing contact while the patient is still under medical supervision. They have also discovered that preliminary study, even of subjects with only a limited vocational application, frequently renews attitudes and habits that are necessary to later vocational training. Accordingly, adult education for tuberculous patients with favorable prognoses has a new and substantial resource in federal-state matching funds for vocational rehabilitation. The application of adult education, as both a therapeutic measure and an aid in vocational rehabilitation, is spreading from state to state and from hospital to hospital as medical administrators become better acquainted with its possibilities. It is, in fact, spreading more rapidly than interested national agencies can maintain a census. This trend is one of the sequelae of Public Law 113 (the LaFollette-Barden Act) passed in 1943, which liberalized various phases of vocational rehabilitation.<sup>2</sup>

The extended use of adult education in hospitals and sanatoria has resulted in substantially less dependence on classroom methods of instruction alone, and in an increased use of tutorial procedures and supervised applications of home study material. Some revisions in laws dealing with education have been introduced for the benefit of this student group of adult patients. In Massachusetts, correspondence material has been made available without charge to the convalescent at home as well as to the patient still within a hospital. In Indiana, the "school age" has been extended to thirty years in the case of hospital patients, in order that city and county school systems may prolong for this special group the benefits of instruction in secondary school subjects.

Teacher shortages naturally reduce and curtail these programs, especially in the case of sanatoria that are situated at long distances from school facilities. The continued cooperation of city and county school systems frequently depends upon the manner in which educational needs are presented to the school board and teaching personnel. The most common source of delay in such cooperation is misinformation concerning the needs and characteristics of the patients for whose benefit educational opportunities are being sought.

With the recommendation and approval of the Federal Office of Vocational Rehabilitation, state vocational rehabilitation services are moving

<sup>2</sup> Under Public Law 113, also cited as the "Vocational Rehabilitation Act Amendments of 1943" the Federal Security Agency established the Office of Vocational Rehabilitation, which, along with its other responsibilities, functions through cooperation with public and voluntary organizations working for the disabled. Among the materials prepared by the Office of Vocational Rehabilitation for distribution to State agencies and cooperating organizations are technical manuals on employment training and studies of rehabilitation for special groups, such as the deaf, the hard of hearing, the blind, and the tuberculous.

further into the treatment situation wherever this move is encouraged under the provisions of the LaFollette-Barden Act. These state services continue, as before, to provide counseling, vocational training, and placement following hospitalization. Increasingly, however, the trend is to study the patient with the physician during the treatment interval, to enlist the patient's co-operation in working out a long-range plan that has the physician's approval, and to begin such part of the preliminary preparation as may be feasible before the completion of treatment. This drive toward aggressive case finding was focused first upon institutions where patients were available in substantial numbers. Subsequently, it has been directed as well toward patients under the care of physicians in private practice and disabled persons referred to vocational rehabilitation services by other agencies.

### *Illustrative Examples*

The number of hospitals and sanatoria utilizing this type of adult education has grown far too large to permit a comprehensive listing of such institutions. Instead, two illustrative examples are briefly reported here.

#### SUNNYSIDE SANATORIUM,

Indianapolis, Indiana

##### *Available Curriculum*

Elementary subjects	Music appreciation
Academic and commercial high school subjects	Nutrition
Drawing	Home budgeting
Sketching	Marketing
Arts and crafts	Interior decoration
Commercial art	Dressmaking
	Sewing

#### MONTEFIORE HOSPITAL,

New York City, N. Y.

##### *Vocational Studies*

<i>Subject</i>	<i>Method of Presentation</i>
Accounting	Correspondence Instruction
Aircraft Blueprint Reading	Correspondence Instruction
Blueprint Reading (Building)	Correspondence Instruction
Bookbinding	Class Instruction
Bookkeeping	Class Instruction

<i>Subject</i>	<i>Method of Presentation</i>
Building Cost Estimation	Correspondence Instruction
Calculus	Correspondence Instruction
Chemistry (High School)	Correspondence Instruction
Drafting (Elementary)	Correspondence Instruction
Dress Design	Class Instruction
Free Hand Drawing	Correspondence Instruction
Multigraph Operation	Class Project Instruction
Photography (Portrait, Commercial)	Class Instruction
Power Sewing Machine Operation	Practice Basis
Physics	Correspondence Instruction
Print Shop	Class Instruction
Radio Service and Repair	Correspondence Instruction; Shop
Sign Painting	Correspondence Instruction; Shop
Shop Mathematics	Correspondence Instruction
Stenography (Gregg System)	Class Instruction
Typewriting	Class Instruction
Watch Repair	Class Instruction
<i>Cultural and Academic Studies</i>	
Algebra (College)	Correspondence Instruction
Biology (Elementary)	Correspondence Instruction
Economics	Correspondence Instruction
English for New Americans	Class and Bedside Tutorial
Elementary	
Intermediate	
English Literature	Class Instruction
English Composition	Correspondence Instruction
Short Story Writing	Class Instruction
Spanish	Correspondence Instruction
Statistical Methods	Correspondence Instruction
Statistical Methods (Advanced)	Correspondence Instruction
High School Studies (Miscellaneous)	Class Instruction
	(N. Y. Board of Education)
Remedial Class, Lip Reading	Class Instruction

In addition to these strictly educational activities, the following projects that have a large element of educational justification are sponsored in the Montefiore Hospital primarily for adjustment purposes:

Library activities and reading programs.

Musical and entertainment activities, especially the promotional experience in directed group activity.

Publication of a magazine, *The Tempo*, by Montefiore Hospital patients.

Discussion groups in American history, current events, home economics.

Sculpture club.

Stamp club.

## WORKERS' EDUCATION

By Eleanor G. Coit

*Director, American Labor Education Service*

*Editor's Note:* For notes on labor education programs conducted by various types of agencies, see p. 489 ff.

### *The Role of Workers' Education*

The role of workers' education is, of course, inextricably bound up with that of the labor movement, and as the labor movement has assumed an increasingly strategic place in our society, the labor-education movement has correspondingly become more essential. The picture of workers' education today is in marked contrast with that of the early nineteen-twenties, but the trend toward the present approach and emphases began then. At that time, the activities centered largely in the classroom study of the social sciences and tool subjects, such as parliamentary law and public speaking. The need of workers to understand better the problems of everyday life formed then as now, in large part, the basis for the selection of curriculum content. Over a period of years, however, the program has increasingly become a functional one, built around an interpretation of specialized problems. The assumption by workers of much wider responsibilities both on the domestic and on the international scene has necessarily had its effect on content and method, and the growing interest in industrial relations on the part of many community groups has given a new direction to the work in this field.

It has been said that our primary concern today is to cultivate the science of human relations. Fundamentally, the function of workers' education is to cultivate that science by giving labor both knowledge and confidence. Such a task calls for the wide dissemination of knowledge, and a sense of social responsibility on the part of all groups. It calls also for the development of the best techniques by which adults can be stimulated to understand the social and economic problems that impinge on their experience. Finally, it calls for an understanding of ways and means by which such problems can be dealt with.

The workers' education movement has an important contribution to make to the total adult education movement in many respects, not the least of which relates to method. It is the aim of all who are deeply concerned with adult education today to make its programs more meaningful and effective

by closely interrelating study and action on community needs. Because of the immediacy of labor's needs, those engaged in workers' education are under a special compulsion to perfect their techniques for sound and effective work. They thus serve as laboratory technicians for the total adult education movement. Adult education has another important stake in workers' education, because of the significant part to be played by the labor movement as a democratic institution in our society. As labor's leadership, both rank-and-file and official, gains the opportunity to equip itself more adequately for its task, the fast-expanding role of the labor movement in the community will be more effectively fulfilled.

### *The Scope of Workers' Education*

Workers' education is in a period of transition today. Old forms are failing to meet present-day needs, and new organizations and new programs are in process of development. Those who are familiar with this field of work are well aware that, since World War II, labor education in the United States has been widely extended. New union programs have been developed, community-sponsored projects have sprung up in many sections of the country, and university programs have had rapid growth. Workers' education today, therefore, is carried on under the auspices of many groups and exists in many forms. Local classes and summer schools, short courses and full-year projects, week-end institutes and conferences, all play a part. Of equal importance are the less easily defined activities built around immediate needs of shop stewards, committeemen, and other responsible union members, who must prepare themselves to meet specific responsibilities. The range of the subjects—economics, sociology, history, and the humanities—studied by these workers reflects their broad interests. Of necessity, however, the workers' study is developed around and closely related to their specialized experience.

Workers' education programs are widely diversified. The intensive year-round course of the Harvard Trade Union Fellowship Program trains trade union leaders for executive responsibility; the one-week and two-week Institutes of the Hudson Shore and Wisconsin Summer Schools offer programs addressed to rank-and-file union members. The over-all workers' education program includes specialized courses such as those that center on problems of collective bargaining, or are developed out of shop stewards' needs to understand their particular industry. There are courses in parliamentary law, English, and other so-called tool subjects. Then there are more generalized and basic courses, the purpose of which is to develop the participating workers' capacity to think and to give them a fuller background of knowledge helpful for understanding their day-to-day living. Workers' education

today also reflects in its content labor's concern for problems of the entire community. This is illustrated in the training courses for trade union counselors, carried on under the auspices of the Chicago Council of Social Agencies and the Industrial Union Council, to equip selected trade union members to act in a liaison capacity between their fellow workers in the shop and the social agencies whose services they use.

In any description of workers' education today, it should be made clear that the program is increasingly indigenous to the labor movement and is directed to the needs of many different levels of leadership. In the International Ladies' Garment Workers' Union, courses are held for new officers. In Roosevelt College, in Chicago, projects under such titles as Wage Incentive Plans, Labor and Politics, Job Evaluation, and Time and Motion Study are planned for middle leadership groups. In the Textile Workers Union of America, many of the projects are developed in connection with specific programs of trade union committees whose membership would include rank-and-file union members.

### *Agencies of Workers' Education*

No attempt is made here to give an over-all picture of the organizations operating in the field of workers' education today.<sup>1</sup> As has already been pointed out, today's picture is in strong contrast to that of the early nineteen-twenties, when workers' education as an organized movement in this country was new. The agencies of workers' education have long included international unions, local labor colleges and other local groups, and resident summer schools for workers. Within recent years, a number of international unions have added educational departments. Among these are the United Packinghouse Workers of America and the International Association of Machinists. Others have organized special educational projects, without necessarily setting up general and diversified educational programs. An outstanding example is found in the United Steel Workers of America, whose summer institutes are operated by the international offices, in cooperation with a number of colleges and universities. State labor bodies (American Federation of Labor) have long held special institutes and conferences. These have now been supplemented by programs sponsored by Industrial Union Councils of the Congress of Industrial Organizations, and by Departments of Education carrying on year-round activities, especially in Michigan and New Jersey (CIO) and Kentucky (AFL). Within the last few years, there have been organized a number of new and very vital local projects which

<sup>1</sup> For such an over-all study, see "Agencies and Programs in Workers' Education," by Eleanor G. Coit and John D. Connors, *Journal of Educational Sociology*, April, 1947, pp. 520 ff.



have given new life to workers' education. Among these are the Georgia Workers' Education Project, the Philadelphia Labor Education Association, and the California Labor School of San Francisco.

Perhaps the most striking development in workers' education in recent years has been the new assumption of responsibilities in this field on the part of universities and colleges.<sup>2</sup> In some cases, institutions of higher learning have entered the field to operate programs directly answering trade union educational needs. In other cases, the activities are in the area of industrial relations. Although universities have long had an interest in the labor-education field, their interest in the past has generally been more or less informal. Frequently, it has been manifested through the participation of faculty members in various workers' education activities, or through the renting of university facilities to labor groups. It is only recently that a large number of universities and colleges have undertaken to integrate labor education activities into their total programs. College and university programs today are addressed to all levels of union leadership and include classroom work, field seminars, research, and the preparation of materials.

### *Study and Action*

The problems peculiar to teaching adult workers have always called for special training and study. To be effective, the teaching in this field must take as its point of departure the actual experience of the worker-students and must be directed toward giving them a background for deeper understanding rather than toward merely extending their knowledge. The ability of workers to function effectively as intelligent citizens is in direct relation to their ability to understand and deal with the specific problems which confront them, for out of their grasp of immediate problems grows an understanding also of related fields. The program of study is, therefore, necessarily closely interrelated with a program of action.

If any general statement can be made about workers' education today, it is that the approach is a functional one, developed around what Eduard C. Lindeman, Professor of Social Philosophy, New York School of Social Work, has called "burning issues." The most vital study program is one that has its roots in a problem which has reality and vitality for the group concerned. An analysis of legislative issues, for example, grows out of an interest in a specific bill. The study of the contribution of different racial and nationality groups often grows out of the interest of the union in holding jobs for Negro workers, or out of the desire to put into operation an effective collective bargaining agreement which would recognize the rights of all groups in the

<sup>2</sup> Ware, Caroline. *Labor Education in Universities*. New York, American Labor Education Service (1776 Broadway), 1946.

union. Likewise, at a resident school, although the study and discussion do not relate to an immediate program of action, since the students are away from their home communities, the educational program grows out of issues which are of importance to the worker-students—such issues as wages, social security, or employment standards.

Many methods and techniques are used in all these programs, the procedure growing out of the problem and the total situation. Sometimes the classroom is the center of study, as in the resident school. Often the needs of the trade union committee, or the community problem on which the group is working, determine the method used. Discussion, lectures, movies and other mass media, written material, panels, and field trips or case data—all play their part. As in any other adult program, these and all other possible resources available are called upon to throw light on the problem before the group. Obviously study becomes most meaningful when it leads to an awareness of the need for action and when there is interrelation between study and action. The importance of workers' education as a dynamic force in labor's struggle today is reflected in the words of Charles A. Beard, when he says, "Can we doubt that in the future—in the long sweep of centuries—labor will have to make decisions and take actions more fraught with human destiny than any thus far taken? Therein lies the significance of the labor education movement."<sup>3</sup>

### *Problems of Today and Tomorrow*

Frank W. McCulloch, Director, Labor Education Division, Roosevelt College, has pointed out that in order to understand fully the current program of workers' education, it is necessary to remind ourselves of the social and political climate in which this program is being developed. We must recognize that, ever since the outbreak of World War II, we have been living in a period of great industrial change, during which the labor movement has been expanding rapidly and we have been continually confronting technological and scientific changes of a revolutionary character. It has been a time, also, of great international chaos. As we look ahead, we must be aware that we face a period of struggle, with labor's status so uncertain that its right to education will be challenged. In such a period it will be increasingly important for workers' education to continue to provide opportunity for wider knowledge and understanding, if the union movement is to maintain its effectiveness.

Outstanding among the problems that confront those who are participating in workers' education activities today are such questions as these: How can

<sup>3</sup> "Let's Use Workers' Education," by Arnold Zander, *American Federationist*, October, 1943, p. 28.

we make the learning process a more vital one, preparing labor to understand the issues in the solution of which they must play an important part during the coming years? How can unions be helped to make more effective use of the new techniques of the social sciences and of such resources as radio and other mass media? How can teachers be better trained for the task of working with labor groups? How can the educational resources and facilities of the entire community be more fully used in workers' education programs? How can labor interpret itself so that the general public will understand the issues at stake? How can the standards of workers' education be maintained and its aims and purposes be upheld during this period of wide expansion in labor education?

The last question above has special significance because of the new movement for the extension of labor education, through the provision of public funds for use by state and other bodies. This movement, if it achieves its objective will bring into the labor education field many persons who are now unfamiliar with the methods and needs of workers' groups. Teachers who are new in the field of labor education must learn to see that its essential purpose is to help adult workers accept their mature responsibilities, and thus be better equipped to take their part in forward-looking social change. Labor-education teachers must also understand and acquire skill in using the day-to-day interests of the worker as the basis of the learning process, and in motivating others in the direction of further study and intelligent action. The need for training such new teachers for workers' education cannot be over-emphasized.

All those who are engaged in workers' education in this country are aware of the present great interest shown in this field by college and graduate students. But the type of training necessary for teaching and other professional service in workers' education is not clear nor well-defined at the present time. Moreover, no systematic plan has yet been worked out whereby recent college graduates can learn of openings in the field through the functioning of one organization that will gather and dispense information about openings in the educational departments of international unions, in regional and local union offices, and on the staffs of all types of workers' education bodies. This need should be recognized as urgent.

During the period ahead, careful planning must be done on the part of the various agencies concerned in workers' education. In particular, there should be some very clear and definite thinking as to specific responsibilities which should be assumed by various groups. The unions need to become clearer about the kind of assistance they require from universities and colleges. Academic institutions need to recognize that their functions and responsibilities do not embrace the whole field. For example, one of the long-

time functions of workers' education is the development of emotional loyalty to the trade-union movement as a way of life and as a means of achieving newer values in life. Clearly, it is the responsibility not of the college, but of the union in its labor-education program, to give attention to building up this loyalty. Both academic institutions and union education departments must recognize in their activities, however, that the community is looking to the labor movement as never before for participation in community affairs. This necessitates the labor movement's finding new methods for interpretation of its needs, a fuller understanding of community-wide needs, and new skill in public relations. Workers' education must help to carve out these techniques.

## LABOR-MANAGEMENT PROGRAMS

By Abbott Kaplan  
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*Editor's Note:* For notes on a few university programs in addition to those described in the following article, and also for examples of programs that deal primarily with management problems, see p. 378 ff.

### *The Public's Need of Enlightenment*

The phenomenal growth of organized labor in the United States during and since the 1930's, the passage of a considerable body of federal and state labor legislation, and the dramatic effect of the industry-wide and nationwide strikes that followed in the wake of World War II have served to focus public attention and interest on industrial relations. Because of its vast social and political implications, this area is unquestionably one of the most critical in our economic life. By its very nature, industrial conflict evokes sharp controversy and, on occasion, a bitterness that is seldom matched in the discussion of other public issues. Since the heat of controversy and the bitterness of debate are not productive of objective thinking or of intelligent and unbiased argument, the public is showered with a torrent of conflicting statements and is hopelessly confused in attempting to determine the merits of an industrial dispute. Nor are the organs of public opinion themselves always free from partisan pressures and influences in the presentation of the issues involved.

Industrial disputes are costly and no longer of a local nature. They are a matter of national concern and require the attention of the general citizenry. At the same time, the growing complexity of industrial relations requires, to a greater degree than ever before, trained leadership in the ranks of labor and management.

### *The Response of Universities*

In recognition of the seriousness and complicated nature of labor-management problems and of the public's need for enlightenment, an increasing number of universities and colleges have been establishing Labor-Management Centers or Institutes of Industrial Relations. Most of these centers and institutes have been organized since the middle 1930's, and a large percentage of them did not come into existence until after 1940.

The general objective of these industrial relations programs is to promote better understanding between labor and management and to provide objective information and discussion of labor problems to the general public. University announcements describing these programs carefully point out that they are not designed to serve any special interest; on the contrary, they seek only to promote the public interest.

The general announcement of the New York State School of Industrial and Labor Relations at Cornell University states in part: "One of the most important ways of improving industrial and labor relations is to bring together, in a common training program, representatives of both labor and industry. What is important here is not merely attendance at the same institution or in the same school, but rather mutual and cooperative analysis of the problems common to both groups. . . . Through common and mutual interest in the complex and intricate problems in industrial and labor relations of the war and postwar periods, there will develop on each side an increasing confidence in the integrity of the other. Such a common approach to these problems will also serve to narrow the areas in which conflicts of interest or disputes may arise in the future."

The Industrial Relations Center of the University of Minnesota describes its program as being "designed, through training and research, to improve the relations of labor and management and facilitate their cooperation . . . It seeks to serve no special group, . . . management, labor, or other, . . . but to aid all, through education and research in the efficient utilization of human resources in modern economy."

The announcement of the Institute of Industrial Relations of the University of California at Berkeley and Los Angeles prefaces the description of its program with the following statement: "Few areas in the domestic social life of the nation are vested currently with greater public concern than the field of industrial relations. The development of better relationships between organized labor and organized employers, and the integration of these relationships with the interests of the individual citizens and the nation as a whole, constitute one of the most serious problems facing our economic and social system today. . . . The general objective of the Institute is to facilitate a better understanding between labor and management throughout the state, and to equip persons desiring to enter the administrative field of industrial relations with the highest possible standard of qualifications."

The labor-management programs of the various universities differ somewhat, but all tend to have research programs and to sponsor labor-management conferences. Some have both academic and non-academic resident programs; others, particularly the state universities, have extension programs. A few have both resident and extension programs. Most universities

direct their offerings at representatives of labor and management—adult students who are not concerned with academic credits or degrees. Some universities, however, also have baccalaureate or certificate programs for untrained and inexperienced persons desirous of entering the industrial relations field.

In the case of the state universities, the industrial relations sections or schools have been established by special grants of the state legislatures. The proposals involving these grants have met little opposition in the state legislative bodies because most of the legislators were of the opinion that the labor-management centers would help to reduce industrial strife and to develop better and more responsible labor leaders and management personnel.

Management, generally, has been sympathetic to the establishment of labor-management programs because, like the legislators, representatives of management have envisioned such programs as useful means of reducing strikes and creating more harmonious labor-management relations.

For the most part, labor, too, has tended to support the university labor-management programs. Various sections of labor, however, have been somewhat more cautious in giving their whole-hearted approval, and have retained some degree of skepticism and suspicion.

### *Underlying Assumptions*

The underlying assumptions of most labor-management programs are: first, that the interests of labor and management are identical; second, that, through study, research and joint discussion, labor and management will come to realize their community of interest; and third, that in consequence of broadened views and changed attitudes on both sides, industrial strife will be materially reduced, if not eliminated.

There would appear to be little question that with the unprecedented growth of labor legislation and the increasing complexity of industrial relations, objective research in the field of labor-management relations, as well as increased training for representatives of both labor and management, is highly desirable. On the other hand, from the point of view of some labor leaders, it is felt that those responsible for the establishment of labor-management programs have been over-optimistic in some respects, and perhaps naive in others, as to what they might achieve through such programs.

Americans, laudably enough, have an abiding faith in education as a cure for most, if not all, difficulties. If there are costly strikes and labor-management difficulties, let us have more education and the difficulties will soon disappear. The assumption is, of course, that the difficulties are due to lack of understanding and that through clarification, the conflict will be resolved. As indicated previously, the establishment of most of the centers was pred-

icated on the notion of the identity or community of interest of labor and management. While there are large areas in the industrial relations field where there is undoubted community of interest, there are areas of basic conflicting interest as well. Both labor and management have a stake in continuous production and stable employment, but the desire of labor for an ever increasing standard of living is not always compatible with the desire of management for higher profits.

### *Labor's Doubts*

Specifically, the skepticism of labor is based on various considerations. Some labor spokesmen maintain that the universities are conservative institutions which naturally tend to preserve and defend the *status quo*. The universities, they argue, reflect in their economic thinking, the attitudes of business rather than the aspirations of labor. These same critics protest that, in some university economics departments, even Keynesian or New Deal thinking is deemed radical, and the very concept of economic planning is anathema. "Under such circumstances," they demand, "how objective can university research in labor economics be?"

Labor further expresses suspicion of the universities' sudden interest, pointing out that, before labor was as strongly organized as it is today, universities demonstrated little concern with, or interest in, labor problems. Nor did the universities previously show any desire to service labor organizations, though they have devoted considerable attention for many years, through their schools of business administration, to management and its problems.

Some labor leaders, concerned with workers' education, express the view that the mere bringing together of representatives of labor and management is not enough. They declare that labor should have an adequate educational program for its own membership and leadership first. When a more intelligent and better-trained labor force has achieved its own legitimate objectives, these leaders assert, labor will be able to meet with management on more equal terms. In regard to the schools that have set up training programs for industrial relations careers, the critics take the stand that it is naive to think that these schools can develop leaders for either labor or management. They hold that union leaders are not developed in schools and universities, but within the labor-union movement itself. At best, the educational institutions can produce only good technicians.

### *A Realistic Solution*

Many of the educators who are conducting industrial relations programs in the universities see some merit in the criticisms of organized labor. Though



these educators started out with the sole objective of organizing joint activities and courses in labor-management relations, they have come to the conclusion that there is an additional job to be done, a job that is supplementary to, and not incompatible with, their original objective. This job is the development of a labor-education program for unions. Accordingly, through their extension programs, they are providing, for members of labor unions, courses in collective bargaining, labor history, labor law, union administration, labor economics, and other related subjects. At the same time, similar courses are being provided for management groups. On the basis of these programs it is found practicable to conduct joint classes and conferences—but only after having developed for each group, by means of the separate study courses, a more intelligent perspective as to the group's own legitimate objectives.

It would appear that this is the most realistic approach and one which, in the last analysis, will most readily gain the confidence of both labor and management. This approach also leads to a much better learning situation when labor and management meet jointly. Each group has gained clearer concepts of its own needs and objectives and has acquired a terminology with which to express them. The two groups then meet on equal terms to tackle their common problems.

Ultimately, differences between labor and management must be solved by themselves—through collective bargaining, compromise, and negotiation. University programs can provide the background of data, method, and objective information. It is to be hoped that, as a result of these university services, collective bargaining will take place on a much higher plane of intelligence and understanding than has been the case in the past.

Industrial relations programs are new to universities and to adult education; they are still experimental. If those who plan and conduct labor-management programs constantly bear in mind the necessarily limited area in which they must operate, and keep them flexible by retaining an experimental approach, these programs can play a very constructive role indeed.

## CONSUMER EDUCATION

By James E. Mendenhall

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*Editor's Note:* For information about individual agencies and their programs, see p. 328 ff.

### *Why We Have Consumer Education*

The problems that confront consumers are many and complex. Some of them are individual, some social; some are old, others new. There are, to name only a few of them, the problem of "making both ends meet," the problem of family budgeting, the problems connected with government expenditures and taxes. These and other problems that consumers must meet require for their solution the education of millions of adults. Such education is essential if Americans are to protect and advance their interests as consumers through our American free private enterprise system and through our American democratic government, in a complicated, changing, interdependent national and world economy.

As in other branches of adult education, significant changes in the underlying philosophy of consumer education have come about as a result of the process itself. Writing of the Consumer Education Study, conducted by the National Education Association, one of the Directors of the Study says:

"The Consumer Education Study has rejected the outworn idea that consumer education must proceed as a constant feud between sellers and buyers, producers and users. It attacks consumer problems as *problems of our whole society*, to be solved with the help of all. It rejects, too, the concept of consumer education as training for penurious parsimony—believes that consumer education makes sense only as it leads people steadily toward richer, more zestful living. It has subordinated the old emphases on buying beans and peas and sheeting to a broad concept that includes wise use of leisure time, buying well in the field of health, and all the other practical matters that go into using one's resources to achieve good living."

### *How Consumer Education Is Achieved*

Advancement of consumer welfare can come through a number of different means, but of them all consumer education is the most significant. This education can be achieved through such varied activities as talking with in-

formed retailers, reading newspapers, and hearing radio programs; attending courses in school or college; and participating in organizations that offer consumer-interest programs.

In the last-named category are almost all the well-known national organizations of women's clubs, labor organizations, church groups, cooperatives, and many organizations, such as the Consumer Clearing House, and the National Association of Consumers, whose entire program of study and activity is concentrated on consumer welfare. In addition, there are numerous government agencies, on the national, state and local levels, which are active in the promotion of consumer education.

All this implies that there is no single "royal road" to intelligent consumerism, but rather that there are many approaches toward the goal of raising the level of "consumer literacy." Nevertheless, if that goal is to be reached, leaders of adult education must take stock and endeavor to allot sufficient time and attention to the education of citizens in all the basic fields of consumer interest. Program planners should, for example, recognize that consumption is as significant to daily living as is production, and that therefore consumer education is among the areas of experience which should receive major emphasis.

### *Clear-Cut Objectives Are Essential*

To develop greater competence among adult consumers, adult educators should have in view definite and understandable objectives. These objectives might well include the following:

1. To help the consumer to become a better manager of his resources of money, goods, time, and energy, so that he will gain the maximum satisfaction from them.
2. To help the consumer to become a wiser buyer of goods and services, so that, in choosing from among those available in the market, he will get the best value.
3. To help the consumer to become a wiser user of the goods that he has, so that he will get the greatest possible utility from them.
4. To help the consumer to become a more intelligent and more socially sensitive consumer-citizen, so that he will act in ways that help to advance the welfare not only of himself but of all other consumers as well.

### *What the Content of Consumer Education Should Be*

The consumer matters to be studied by a given group of adults will, of course, depend upon a number of factors. The matters to be considered by the group will depend upon their interests, their economic resources, their

consumer education background, and upon the educational facilities at hand. With his own group, the adult educator can work out, first of all, a list of fields and topics that take account of common interests and common needs.

A course in consumer education for adults might well begin by discussing whether consumers in general have the knowledge, skills, habits, and attitudes requisite to intelligent consumption. For example, do consumers tend to make choices wisely after duly considering all pertinent alternatives? Do they "look before they leap" in such important transactions as the buying of a home, an automobile, or a life insurance policy? Do they "shop around" before buying or do they take the first thing that comes along? Do they budget, informally, or formally, their outlays of income among savings, taxes, gifts, and expenditures? Do they look ahead, making provision as best they can for possible costly illnesses or accidents, and for old age? All these questions deal with the development of a philosophy of life as that philosophy is related to consumer behavior.

The course might next take up more specific topics, such as wise expenditures for food, clothing, housing, transportation, health, recreation, education, and the like. What proportion of the family income should be devoted to each of these major categories? Where can consumers get more facts to guide their day-to-day buying and their occasional purchases of the important goods and services named above? How can consumers best use the facts they know, when they are planning purchases or actually doing the shopping?

The course might then take up matters of concern to millions of consumers; that is, matters which involve broad policies and programs of business and government. What is the best way to end a housing shortage such as the late war brought about? Is the best solution private building, government-aided building, or a combination of the two? What is the best means of preserving health and solving the problems of the prevention and cure of disease—private medicine, group medicine, or a combination of private care and government health insurance? How can consumers best get the information they need about products—by means of informative labeling, grade labeling, or both?

Because the scope of consumer education is so broad, and the problems it embraces are so serious and complex, let us repeat that the members of each study group should choose for themselves the topics which the group would like most to investigate. They should also decide how much of the group's limited time should be devoted to each topic. Furthermore, if arrangements permit, individual members of the group should be given opportunity to make special studies of topics or products, and later to report their findings to the group.

*Consumer Action Is Consumer Education*

Whether a group devotes only a single session or a number of sessions to consumer education, every effort should be made to see that this education is vital and realistic. A group that is interested in shopping problems might well arrange to have a local merchant talk on this subject, allowing time for questions, comments, and other discussion. In some instances, shopping problems can best be solved by having a committee from the group work with a committee from the local retail dealers' association. A group that is concerned about ordinances relating to local weights and measures can consult with the local government official responsible for enforcement of these ordinances, and can then work with him and with retailers to help see that there is full compliance with the law.

The group may be especially interested in Federal legislation and Federal administration as these relate to consumer welfare. If so, one or more committees may be selected to study these Federal matters, getting the facts, reporting them to the group, and suggesting courses of action that the group might take. Individual members and the group as a whole might like to confer with, write to, or otherwise communicate their points of view to their Congressmen or to administrative agencies. In general, these government officials and agencies welcome expressions of opinion from groups of consumers.

If the group would like to participate in the so-called "consumer movement," it might consider affiliating with some national organization devoted specifically to the protection and advancement of consumers' interests. Such affiliation can do much to help the group keep posted on legislation and administration, and on business, labor, farm policies and practices that have important implications for the whole body of consumers.

*Consumer Education Is "Live" Education*

No subject of study offers more to teachers and learners than does consumer education. It is interesting, useful, and "just plain fun." It is not only education *for* living; it is also education *while* living. It is an adventure in understanding, a challenge to action. It is a reconstruction of experience, a development of a personal and social philosophy, a guide and stimulus to a higher standard and a better way of life. It is democratic education for democratic living.

# THE NEW CIVIC EDUCATION

By Russell H. Ewing

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*Editor's Note:* For information about individual agencies and their programs,  
*see* p. 325 ff.

## *The Meaning and Aims of Civic Education*

There has been much discussion recently concerning the adequacy of civic education. Although considerable progress has been made in both its formal and informal phases during the present century, the general impression prevails that civic education is ineffectual. Like democracy, which it seeks to promote, civic education has many purposes and shades of meaning for academic groups, professional societies, and civic agencies. To the school-teacher, civic education is a means for promoting civic ideals and inculcating the duties and responsibilities of citizenship. To the social scientist, it is a device for explaining the structure of society, the elements of the economy, the processes of government, and the nature of the community. To the educator primarily interested in helping adults solve their problems, it is also a means for promoting, defending, and improving our way of life.

Although all departments of our colleges and universities share some responsibility for civic education, the main responsibility for research and instruction in the field of civic and public affairs rests upon the political scientists. Yet taken together, the political scientists have shown a curious lack of interest in the problems of civic organization and training for civic leadership, and only a few textbooks in civic education and local government deal with these problems.

Instead of training effective civic leaders and civic executive secretaries, the political scientists expound endlessly on professional politicians and city bosses. Instead of describing successful civic organizations, they explain in minute detail the political machine. Instead of doing a first-rate job in civic and municipal affairs, some collegiate departments of political science have found escape in the routines of history and economics. Others have attempted to make over Europe and the world, while neglecting the civic cesspools in their own back yards. As a group, social scientists have been strong on research, instruction, discussion, and publication, but painfully weak on implementation programs and organizations for action. There is too wide a gap between their theory and their practice. The notable exceptions prove the rule.

*Needed: Civic Leadership Training and More Action Programs*

There is something radically wrong with a system of civic education, such as exists in certain metropolitan areas, where fifty years of intensive social research and citizenship training has resulted in notable treatises on politics, but corrupt political machines; profound governmental research reports, but grossly incompetent local government; the adoration of "great books," but the toleration of little men in civic and municipal affairs; great schools of education, but public school systems run by political crackpots.

By contrast, there are hundreds of our cities which have broken up political machines, thrown the little men and political crackpots out of office, and reformed their local government. How were these reforms accomplished? By establishing adequate programs of civic education. By setting up central civic organizations for political action. By perceiving that the training of citizens, researchers, and public administrators, without training civic leaders is as ridiculous as training an army without training its officers. By realizing and never forgetting that local party organizations cannot be depended upon to promote fundamental governmental reform.

The programs of the sociologists to train community and welfare workers and leaders are well advanced. The plans of political scientists to train popular civic leaders and professional civic secretaries have made some headway. The Institute of Government and the Woman's Civic Conference of the University of Southern California point in this direction, although the emphasis to date has been on the training of citizens and public officials. Likewise the Institute of Government of the University of North Carolina seeks to train legislators, local public officials, and citizens. The University of Denver helped sponsor an Institute of Leadership in 1939, and a course has since been offered on Civic Leadership. The Institute of Civic and Community Leadership held at Syracuse, New York, in recent years is another promising example of this type of training, as is the civic leadership training program given at the Principia College in Elmhurst, Illinois. The University of Chicago Department of Political Science has established a Division of Civic Affairs. At Los Angeles University the writer has developed a new program for leadership training and a School for Statesmen.

This shift of emphasis from citizenship education to leadership training indicates that the blind spot in political science and governmental research has at last been recognized. If the program broadens and deepens, it holds vast strategic and tactical implications for civic and municipal affairs.

Up until recent times, civic education has been indirect in character, and it has tended to be an exercise in piety and patriotism in some quarters. The home; the church; the school; and, more recently, young people's organiza-

tions have inculcated civic ideals. Although such simple virtues as loyalty, honesty, and industry are the foundation stones of good citizenship, they are nevertheless adolescent views of civic virtue today. Alone they would not enable students or citizens to defeat a political boss and dismantle his machine. Neither would they enable citizens to draft, adopt, install and defend a new city or county manager charter, or to bring about other needed reforms.

Civic education programs for both adolescents and adults must be purposive and progressive, realistic and scientific, direct and dynamic, if they are to meet the requirements of our complex metropolitan communities today. The civic educator and leader must understand the art of civic leadership, the science of community action, the methods of civic organization, the processes of government, the elements of social and economic life, and how these factors are related, before he can train voters or civic leaders in an effective manner.

American civic education is confronted with a strange paradox. While civic education in some areas has become fairly adequate, our system of civic leadership training is still an exceedingly primitive one. Many people are attempting to train leaders and to be leaders without ever having read anything on the subject of leadership. If, during the recent war, business and industry, and the Army and the Navy of the United States had used the primitive methods for training their executives and leaders which the schools and colleges now employ to train civic leaders, the cause for which we fought would have been hopelessly lost. In civic affairs, the assumption has been that, given a good general education, the right kind of leaders will rise to the top. A quick look at the local city council, county board, state legislature, or even at congress, may not confirm this view. Why cannot American educators use modern, well-tested techniques to train the kind of civic leaders we need and deserve? The work of several national civic organizations has been pointing in this direction, and more agencies should follow their example. Let us review their efforts.

### *Agencies of Adult Civic Education*

The National League of Women Voters, with its state and local branches, has played a significant part in adult civic education for over a quarter of a century. Its object is to promote education in citizenship, efficiency in government, needed legislation, and cooperation in international affairs. Its purpose is not to amass more knowledge of public affairs, but to cause people to use available knowledge effectively. The uniformly high quality of its membership and leadership has contributed much to this end through its meetings, publications, and citizenship schools.



The League enjoys high prestige in the field of adult civic education because of its insistence upon fact-finding and discussion before taking action on public issues, and because of its ability to cooperate with both national and local civic agencies in promoting such reforms as the civil service merit system and other improvements in government.

The National Municipal League makes an unrivaled contribution to adult civic education both in the competency of its organization and leadership and in the quality of its periodical literature, pamphlets, and reports. Since the founding of the Municipal League over half a century ago, it has conducted an unending battle for civic and municipal reform; and its programs, research, radio and consulting services have done much to make local government more honest, efficient, and responsible.

The success of the Municipal League in the field of civic education and municipal reform is due in large part to its nonpartisan attitude and scientific outlook and to its emphasis upon essential civic needs. It recognizes the need for citizen organization for political action. It sees the need for trained civic leaders to combat the influence of the political boss and his machine. It is also firmly convinced of the compelling need to implement government research and public administration education through such civic organizations as the Cincinnati City Charter Committee. The League's strength and effectiveness in the field of adult civic education are increased by the cooperation it receives from political scientists, governmental researchers, civic executive secretaries, and public officials, as well as from such agencies as the American Municipal Association, the Civil Service League, and The National Broadcasting Company.

The Governmental Research Association and its affiliated bureaus of municipal and governmental research produce much of the information upon which civic and municipal policies and their administration are based. These fact-finding, fact-interpreting, fact-publishing agencies have established many sound policies for educators, civic leaders, legislators, and administrators to follow. A helpful book has been published covering the experience of these research agencies, the methods which they utilize and the objectives they pursue.<sup>1</sup>

The chief criticism of these research bureaus is that they have not been actively and directly interested in civic education and civic organization. In their zeal to be objective and scientific, they have shunned promotional programs. More often than not, their reports are tossed off on a "take it or leave it" basis, with the result that ninety per cent of these reports gather

<sup>1</sup> Governmental Research Association. *A Directory of Organizations Engaged in Governmental Research*. Published by the Association, 5135 Case Avenue, Detroit, Michigan, 1940.

dust rather than get action. The laudable purposes of the research bureaus would be better served if they were to conduct forthwith a nationwide survey to discover better methods of implementing governmental research.

Closely associated with the work of the bureaus are the research activities of the national, state, and local taxpayers' associations, the Chambers of Commerce, and the research bureaus in the colleges and universities. Officially, there is no link between these agencies in the community, but a modern central civic organization seeks to integrate and coordinate their activities in the achievement of reforms needed by the community and its government.

In addition to the agencies mentioned above, there are literally thousands of others that participate in some form of civic education or public enlightenment. These agencies include party organizations, political leagues, economic groups, citizens committees, social agencies, educational associations, and service clubs. Professional, scientific, technological, and vocational societies also contribute to civic education. Finally, there are in almost every community a host of neighborhood, cultural, racial, and religious groups, as well as the radio, press, public forums, town halls, trade unions, and veterans organizations, all of which investigate political issues and discuss public problems. On every level—local, state, national, and international—these countless, widely diversified agencies engage in some form of adult civic education.


The failure of such a host of agencies to achieve better results in civic, community, and municipal affairs in some of the leading cities in every section of the country is due in great part to the absence of an integrating, coordinating, central civic organization such as the Citizens Union of New York, or the Cincinnati City Charter Committee. Without such a mechanism, it is virtually impossible to pool the educational resources and the political potential of the Community for the purpose of promoting and defending the public good.

The civic, political, and educational programs of the press and radio have been measurably strengthened in recent years, but educators need a better voice and a larger audience. Town Hall of New York and the University of Chicago Round Table have both exercised considerable influence in national and international affairs, but there is no comparable radio program specializing in civic and community affairs. A few colleges and universities and local Town Halls have developed informational and non-controversial radio programs of real merit. Taken together the newspapers have not done their share in the adult civic education field, and only a few magazines have made notable contributions.

*Summing-Up*

In conclusion, it can be said that, notwithstanding the admitted progress in civic education made by many communities through schools, colleges, and adult educational agencies, much of our politics still needs to be air-conditioned, government at all levels needs to be streamlined, and public administration itself needs to be supercharged. As has been said, the remedy for this situation at the moment appears to be greater stress on civic leadership training, greater attention to central civic organization, and greater emphasis on civic action.

If educators do not know it now, they must learn that civic leaders are not born. These leaders must be discovered, developed, trained, installed, tested, and defended by the enlightened forces of the community. This is the essence of the new civic education and leadership training program.



# EDUCATION OF THE ADULT FOREIGN BORN FOR CITIZENSHIP

By Henry B. Hazard

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*Editor's Note:* For fuller information about some of the educational programs referred to in the following article, *see* p. 350 ff.

## *Immigrant Education, So-Called*

The term "education"—with or without reference to any particular type—may signify much or little depending upon the circumstances of its use. It may be so tied to finely-drawn speculative theories, techniques, and methods as to be well-nigh meaningless in the practical preparation of eager individuals for hopeful and helpful living. "Adult education" under that title is a comparatively recent development in the United States. Yet this form of education, although always inadequate, has been a characteristic of the life of our country from its colonization.

So-called "immigrant education" did not begin to attract attention seriously until World War I. During the decade immediately preceding the war, an annual average of more than a million newcomers had entered the United States. When hostilities began, some fears developed regarding the loyalty of these persons to our country, particularly those from countries which had become enemy powers. Hysteria developed among many well-intentioned but alarmed citizens. They demanded that the foreign element of the population be "Americanized" forthwith. By this they meant that the foreign born should be moulded by assembly-line methods into a set pattern, too often represented on the part of its proponents by loud professions of patriotism and vigorous "flag waving." "Americanization" frequently savored of imposition upon those from other lands of a formalized and static way of life, rather than encouragement of the individual to think and act for himself. It is not desirable that all Americans look alike, dress alike, think alike, talk alike. There is ample room in the United States for individual differences. The need is for unity, not uniformity.

The United States was colonized by immigrants. Armies of the foreign born have toiled in its agriculture and industry. They have been identified with every phase of American life and progress. Angelo Patri, educator; Albert Einstein, scientist; Stephen S. Wise, religious leader; Jacob Riis,

philanthropist; Igor Sikorsky, engineer; Leopold Stokowski, musician; Jean Louis Rodolphe Agassiz, naturalist; Ales Hrdlicka, anthropologist; Samuel Gompers, labor leader: there are hosts of such men—and women, too—from all over the world who have made fundamental contributions to the culture and institutions of this country. And in war as in peace, residents of our country who were born abroad have accepted valorously their share of the necessary burdens. Loyalty and courage and sacrifice are not peculiar to any particular nationality or race.

At the close of World War II, the five million aliens in the United States who were revealed by the Alien Registration of 1940 had decreased through naturalizations, deaths, departures, and lessened immigration to approximately three millions. A tentative estimate made in the first postwar year disclosed that the median age of foreign-born residents was 52.9 years, as compared with 29.7 years for the native born including persons of all ages. But now immigrants are again on the move to this country, and immigrant education has taken on added significance.

The peculiar problems inherent in programs of adult education for the foreign born who are non-English-speaking stem primarily from differences in language, or cultural backgrounds, or both. These differences do not, in any sense, denote lesser values; but there are social and economic adjustments to be made, and possible diffidence to be overcome. Unfortunately, the preliminary steps to naturalization were associated for many years with the questionable practice of having the candidate merely memorize a few facts concerning the mechanics of our government. This practice was a slur upon education and did virtually nothing to prepare the candidate for the fulfillment of the duties and responsibilities of citizenship, or for the wise enjoyment of democracy's rights and privileges.

### *Significant Advances*

The immigrant education program of this country has developed over fairly well-marked periods, each of which has been characterized by significant advances. From 1914 to 1920 the then Bureau of Naturalization waged an intensive nation-wide campaign to interest the public schools in establishing classes for teaching English and the essentials of good citizenship to the foreign born. During the year ended June 30, 1916, the Bureau sent invitations to attend such classes to over two hundred thousand naturalization applicants and their wives. In that same year, in an outline course in citizenship, the Bureau stressed student participation in a citizenship laboratory as symbolic of our system of government at work, and the necessity for learning through study how "to assume the responsibilities and rights and perform the duties of citizenship." The Bureau also set up the basis of a course for foreign-

born women in "fundamentals for the American home," including domestic arts and science.

During the period from 1920 to 1933, there were produced many helpful textbook materials on citizenship. The Division of University Extension of the Massachusetts Department of Education made available to the Bureau a series of effective English lessons for beginners and intermediates. That Division also published an outline for teachers of immigrants—*Thirty Lessons in Naturalization and Citizenship*. Edgar M. Ross, of Chicago, in collaboration with a special committee of the Commission of Immigration and Citizenship there, contributed lessons in simple language upon the Constitution. All these materials were distributed by the Bureau to the public schools. *A Manual for Teachers of Adult Elementary Students*, published by the United States Office of Education, was a revision of the *Manual for Teachers of Adult Illiterates*, by William S. Gray of the University of Chicago. The work of revision was jointly done by Caroline A. Whipple, Elizabeth C. Morriss, and Mary L. Guyton.

On January 1, 1936, the Immigration and Naturalization Service, after consultation with a group of leaders in adult education, political science and law, and immigrant welfare, adopted a Citizenship Program, designed as a guide to the naturalization examiners in measuring the qualifications of applicants for naturalization. "Rather than mere technical knowledge of detailed facts concerning government," the Program stressed the importance of the applicant's good moral character and his attitude toward his home, family, neighbors, community, agencies of government, and the public welfare. The necessity for knowledge and understanding of the Constitution was not, however, overlooked. There was an attempt to identify some of its more important principles. While there may be technical disagreement as to just what the major principles are, there can be little doubt that among them are those listed in this Program. They embrace: freedom and equality, supremacy of the law, democratic (republican) government, protection of the individual by due process of law, recognition of the Constitution as a living and growing charter of human rights, and recognition of the people as the source of government.

The latest period of development, beginning in 1941, is marked by a wealth of acceptable teaching materials and professional guidance, which will be discussed later.

### *Educational Objectives*

The minimum educational objectives currently regarded as adequate preparation of the adult foreign born for citizenship in the United States might

be briefly stated as follows: (1) sufficient familiarity with written and spoken English to transact successfully the ordinary affairs of daily life; (2) fair general knowledge of the nature, scope, and purposes of our Government—national, State, and local units; and (3) understanding and fulfillment of the basic duties and responsibilities of citizenship. These objectives fall substantially within the framework of the general outline announced by the Educational Policies Commission of the National Education Association and the American Association of School Administrators.<sup>1</sup>

By implication, there are included in the third objective named above the qualities basic to successful group living. The most essential of such qualities are honor, fidelity, tolerance, fair-play, friendliness, kindness, courtesy, interest, industry, perseverance, cooperation, and public-spiritedness. These qualities are not peculiar to any particular area of education; they are inherent in all phases of it, if the individual is to take an effective place in present-day society. Familiarity with the processes of government does not, alone, make one a good citizen. Knowledge without ethical conduct is unproductive; the problem of successful living is one not of the mind only but also one of the spirit. What matters most is not *how* one becomes a citizen, but *what kind* of citizen one becomes. The most worth-while programs of adult education of the foreign born are those in which the whole area of the students' needs and interests are considered, and satisfactory facilities are set up to meet them. Such programs are a very real part of the progression of the foreign born into the "belongingness," which is so vastly more important than mere formal citizenship.

### *The Federal Immigration and Naturalization Service*

The principal agency which has stimulated adult education for the foreign born for more than a quarter of a century has been the Federal Immigration and Naturalization Service. In keeping with the firmly established principle that public education in the United States is the primary responsibility of the States and local units of government, the Federal Service possesses no authority as a teaching organization. It merely proffers its cooperation to the public schools and local communities. As the agency required by law to determine whether, and under what conditions, particular aliens shall enter and remain in the United States, and to inquire as to their qualifications for citizenship, the Service is in a peculiarly favorable position to help interest aliens in taking advantage of public educational programs. The Service was

<sup>1</sup> Education Policies Commission. *The Purpose of Education in American Democracy*. Washington: National Education Association of the United States and the American Association of School Administrators, 1938, pp. 39-123.

first authorized by law in 1918 to cooperate with the public schools by sending to them identifying information about applicants for naturalization, and by preparing citizenship textbooks and supplying them, without cost, to the schools. The Nationality Act of 1940 continued these provisions, and broadened the powers of the Service by authorizing the Commissioner of Immigration and Naturalization "to prescribe the scope and nature of the examination of petitioners for naturalization as to their admissibility to citizenship for the purpose of making appropriate recommendations to the naturalization courts." There are nearly 1,800 of these courts, Federal and State.

### *Requirements of Law*

The applicant must furnish proof of the required period of his residence in the United States (five years, unless there should be a special exemption), good moral character, attachment to the principles of the Constitution, and favorable disposition toward the good order of this country. In addition, he must be able to speak the English language understandingly, that is to carry on an ordinary conversation, and to sign his petition for naturalization in his own handwriting. The speaking and signing requirements are waived in cases of physical disability.

### *Naturalization Regulations*

The Naturalization Regulations specify an educational examination. Its purpose is "to determine whether the petitioner has a fair knowledge of the fundamental principles of the Constitution and is qualified to assume the duties and responsibilities of a citizen of the United States." In this connection he may be questioned as to "(1) the principal historical facts concerning the development of the United States as a republic, (2) the organization and principal functions of the Government of the United States, and of the States and local units of government, and (3) the relation of the individual in the United States to Government—National, State, and local—the rights and privileges growing from that relationship, and the duties and responsibilities which result from it." It is intended that the applicant shall become "a citizen in fact as well as in name—that he should assume and bear the obligations and duties of that status as well as enjoy its rights and privileges." The relationship should be mutually beneficial to the Government and the candidate. In fairness to the applicant, abstruse, technical and irrelevant, and extreme questions by the naturalization examiner are barred. The language level of the interrogation is required to be suited to the particular petitioner, having regard to his educational background and the extent of his knowledge of the English language.



*Educational Materials*

The educational materials which the Service currently supplies, on request, to the public schools stem mainly from a textbook on citizenship, *Our Constitution and Government*, written by Catheryn Seckler-Hudson, Professor of Political Science and Public Administration in the Graduate School of The American University. In planning the book, which treats of the individual in his various group relationships, Dr. Hudson had the advice of a committee of experts appointed by the Commissioner of Immigration and Naturalization, with the collaboration of the United States Commissioner of Education. *Our Constitution and Government* was first published in 1940.

Dr. Hudson's text was the starting point for the later extensive Constitution and Government Series at various literacy levels. A simplified edition was written by John G. Hervey. Some of the easier materials were prepared by the Work Projects Administration, under the sponsorship of the University of Chicago, and the editorship of Frances O. Thomas. A beginning literacy reader was written by Ann Bowman. Books of the American Democracy Series, explaining the meaning of America, were written by David Cushman Coyle and others.

There are large numbers of students who can read and understand English, but who are unable to attend organized classes, because of the inaccessibility of the classes or for other impelling reasons. Simple home study courses in English and Government have been prepared for them. As many as four thousand applicants for naturalization have enrolled as correspondence students in a single year.

Much of the educational material on the lower levels presently in use was produced under the auspices of the Teachers College and the University Extension Division, University of Nebraska. The extension divisions of more than forty State Universities or other State educational institutions process the course examinations.

Credit for the quality of the teaching aids distributed by the Service to the schools is due largely to the outstanding leadership of William F. Russell, Dean of Teachers College, Columbia University, and his educational assistants. As Director of the National Citizenship Education Program, established in 1941, Dean Russell gave great impetus to citizenship education throughout the United States. This Program was a plan by which the United States Government (represented by the Immigration and Naturalization Service, the Work Projects Administration of the Federal Works Agency, and the Office of Education of the Federal Security Agency), collaborated with the State and local educational systems in furnishing opportunities

for the foreign born to prepare themselves for effective participation in our democratic government. The State and local educational authorities alone determined the nature of the educational programs, the subjects to be taught, and the teaching materials to be used. The Program was active for about two years during a part of the life of W.P.A. Several thousand teachers and many administrators gave inspired service to nearly a million students.

### *Recruitment of Students*

One of the principal problems of immigrant education is to arouse the interest of the adult foreign born in attending classes. The appeal is made especially to aliens who are eligible to apply for first or second citizenship papers. In the usual situation, an applicant must be at least 18 years of age to take the initial step—making the declaration of intention—after which there is required a wait of two years, at least, before the petition for the final papers may be made. In cases of applicants married to United States citizens, however, no declaration of intention is necessary, and the required period of residence is reduced substantially. The Immigration and Naturalization Service, under authority granted to it by law, sends lists of such prospective students to the public schools. These arrivals have numbered several millions since 1918. Among such lists, since January, 1946, have been the names of tens of thousands of war brides of members of the armed forces of the United States.

Accredited social service agencies have supplied trained personnel to visit the new immigrants and invite them to the public schools. There are definite recruitment "rallies" of large groups of the foreign born who are invited to convenient neighborhood centers by the Service, the public schools, and civic and social leaders. When the groups are assembled, the educational opportunities, naturalization requirements, and facilities of social agencies are explained to them.

In the States of the Middle West, a plan is in operation by which naturalization candidates in rural areas are served through the joint cooperation of the county superintendents of schools, the county agricultural agents, and vocational teachers, under the Smith-Hughes law. In this manner, citizenship education is possible to persons to whom regular classes are not available. Naturalization examiners, when practicable, visit citizenship classes and confer with the teachers. Both are thus enabled to correlate better the educational examinations and the subject matter of the course. Public school certificates of attendance and progress are considered by the examiners in determining the qualifications of applicants.

*State and City Programs*

A number of States have built up very progressive systems of adult education for the foreign born which have added much to the sum total of the program. They include California, Connecticut, Delaware, Massachusetts, Michigan, New Jersey, New York, Pennsylvania, Rhode Island, and Wisconsin. Among the cities which have made outstanding contributions in this field are Baltimore, Chicago, Cincinnati, Denver, Detroit, Los Angeles, New York, Philadelphia, Pittsburgh, Syracuse, St. Paul, San Francisco, Springfield (Massachusetts), and Washington, D. C. There are many others. The Service program of cooperation is, as a rule, cleared first with the State Departments of Education. But the more direct contacts between the field officers—the 16 District Directors of Immigration and Naturalization, and the naturalization examiners in their districts—are with local school systems and their leaders. This arrangement works best because of the very nature of the program and the necessity for naturalization examiners, and directors and teachers of adult education to keep closely informed of one another's activities.

The public schools and accredited social service agencies are justified in taking pride in their work with the foreign born. Newcomers to this country from lands in which the mode of living and ideologies differ from those in the United States cannot but be helped and stimulated through rubbing shoulders in the democratic atmosphere of the school classrooms and through wholesome community contact.

# ADULT EDUCATION IN SETTLEMENTS

By Frances H. Edwards

*Secretary for Social Education and Action  
National Federation of Settlements*

*Editor's Note:* For information about individual settlements and their programs, see p. 452 ff.

## *Education by the Current Event*

From the beginning of the settlement movement sixty-odd years ago, and throughout its history, adult education has been an important part of the service of settlements. The subject matter and methods of instruction vary with different settlements at different periods. Jane Addams coined the phrase "education by the current event" to describe use of the immediate interest and concern as subject matter. There has been little formal class work, but education has come through action, developed out of interest or need.

Women's clubs have figured largely in the adult educational activities of the settlements. Through programs planned by their own committees, and using well-qualified speakers and discussion leaders, the clubs have stretched the mental horizons of their members. The women have gained skill and practice in parliamentary procedure, in leading meetings and taking part in discussion, and in committee work and organization. They have investigated and discussed civic issues and public questions; have studied home-making, art, and music; have raised money for various causes and have taken a particular interest in public housing. Men's clubs, beginning in 1886, have also been active. Their programs have dealt mainly with politics, public affairs, health education, and local improvement.

## *Programs and Trends*

As far back as 1904, settlements began to recognize the need of the aged for recreational and educational programs, and clubs of older men and women were formed. Increasingly today, these clubs and other special services for older people are being developed. In some settlement houses, space is set aside for several days each week to give the older people a place of their own, where they can talk, read, play games, do handwork, and prepare refreshments.

In one settlement, a group of adult clubs of various nationalities and races worked together on a project, designed to develop in their community a deeper appreciation of the contribution that the Negro makes to American

life. One of the outcomes of this project was an exhibition which subsequently was used by public schools and libraries and in settlements the country over.<sup>1</sup>

Drama and theatre groups have been established in many settlements. Skits, plays and living newspaper productions that deal with social questions, such as interracial tensions, consumer and housing problems, have been written and presented.

Over a period of years the presentation of book reviews had been a prominent part of the program in one settlement house. At the request of several members of this house, a unique book club has been formed. The special feature of the club is that its members travel round the world through books, each member in turn being responsible for reading and reviewing a book for the group.<sup>2</sup>

Settlements used the natural interest of parents in their children as motivation for forming the early kindergarten mothers' clubs. Today, parent education is a basic part of nursery-school or play-school programs, and involves fathers as well as mothers. Not only are parents given opportunities for individual conferences in which the development of a particular child can be discussed with the nursery-school teacher or psychologist, but also there are group conferences where experts can be drawn in to give advice and information that build a greater understanding of children's needs and behavior.

Since 1910, programs of health education have been carried on in clinics specializing in maternal health, pre-natal and post-natal, and in clinics dealing with behavior problems. At first these clinics were conducted under settlement auspices, but, as the value of their programs became generally recognized by the community, they were taken over by health and welfare agencies. Since then the settlements have worked to see that their members make use of the clinics and their educational services. Health education continues to be a major settlement interest.

During both the first and second world wars, participation in home nursing, first aid, and nutrition courses greatly increased, and the settlements drew on the services of the Red Cross and Civilian Volunteer organizations. The people living in the neighborhood of settlements were urged and helped by them to become volunteers and to take part in all war services.

From the start, settlements have stimulated the formation of neighborhood or community councils in which the neighbors come together to work on problems of community concern, such as traffic hazards, housing, lack of

<sup>1</sup> Becker, John. *The Negro in American Life*. New York, Julian Messner, 1944.

<sup>2</sup> Jorgensen, Mary West. "We Read for Pleasure." *Round Table*, October 1946, page 1, New York, National Federation of Settlements.

play spaces, smoke control, and sanitation. In New York City, an experiment in block organization and social action has been carried on, with gratifying results.<sup>3</sup> Through this program, neighborhood people, many of whom, because of racial and nationality differences had previously not known one another, are now effectively working together. Problems that they themselves cannot solve are referred by them to responsible city departments, in whose competence to deal with these problems settlement members show increasing confidence. Among other community projects is one in which neighborhood groups have taken responsibility for acquiring play spaces for their children. They have not only recruited volunteer leadership for the play areas, but have raised funds for paid supervisors as well. Similar projects have been organized in several cities by neighborhood groups.

### *Wartime and Postwar Developments*

During World War II, special opportunity to stimulate citizen responsibility came with the need to save and store food and to combat inflation. Through their experiences with the wartime regulations of rationing and price control, the people in settlement neighborhoods were brought nearer to an understanding of the functioning of government and its relationship to the welfare of the individual citizen. The importance of observing regulations of the Office of Price Administration was brought home to settlement members through price studies and through recruiting volunteer price checkers for local OPA offices. Some settlements organized consumer councils, and the council members made themselves responsible for informing their neighbors about the need to observe price ceilings. Sometimes, the councils advised boycotts against local food stores which sold goods above ceiling prices. Several times during the war period, settlement groups sent representatives to Washington to interview their congressmen, urging them to support the OPA.

Another activity in the field of consumer education has been the development of credit unions in ten or more settlements. People in low-income neighborhoods have not infrequently been required by loan sharks to pay from 25 to 30 per cent interest on borrowed money. Out of this bitter experience, came the stimulus to form cooperative savings and loan institutions, run by members themselves, to make small loans available at low interest.

With the establishment of public housing projects, a new service, a home-planning workshop, was set up. The double purpose of such workshops is to promote an interest in consumer education and to prevent large-scale and costly installment purchases by the new tenants. This program was first

<sup>3</sup> "The Neighborhood Center for Block Organization." New York, Union Settlement, 1946.

initiated by a New York settlement and now is found in a number of settlements and housing units.<sup>4</sup> The people of the neighborhood are invited to come into the workshop to learn to make over old furniture, to paint and refinish it; to build new furniture and do upholstery work; and to get advice on how to recognize quality in materials.

In several instances, local housing authorities have given over one apartment in a public housing project to be furnished and used for demonstration purposes, and to stimulate ideas on home decoration. Two enterprising New York settlements have adopted this plan. In one instance a group of settlement members themselves did the work of furnishing the demonstration apartment. They also took responsibility for welcoming newcomers to the housing project and for drawing them into the workshops.

One tool for social education developed by the National Federation of Settlements was the Conference on Unfinished Business in Social Legislation, which was held in Washington in 1946, under the joint sponsorship of eleven national organizations.<sup>5</sup> Six hundred delegates were selected by groups in seventy different cities to present to their congressmen in Washington the groups' opinions on the issues of housing, health insurance, social security, OPA, minimum wages, and the Fair Employment Practices Committee (FEPC). In preparation for the expedition to Washington, series of meetings were held in each of the seventy cities to discuss the issues and how they affected people in various local neighborhoods. The experience of actually hearing congressmen express their views and explain the stands they took on the issues was illuminating to the delegates. The reports of the delegates, in turn, broadened the understanding of their groups back home. In one city the delegate body, after its return, formed a continuing committee on social education to hold meetings for the purpose of providing increased information and promoting understanding of social problems, local as well as national.

An important development that came about during the late war was the growth of interest in world organization for peace. Many discussion groups sprang up as a result of this interest. In particular, there was a group of thirteen settlements in New York City which undertook an experiment in cooperation with the New York Adult Education Council, the National Federation of Settlements, and the Good Neighbor Committee.<sup>6</sup> The topics taken up by the discussion groups in the cooperating settlements included

<sup>4</sup> Oppenheim, Beatrice. "One Way to Beat Inflation," *Coronet* XX, 6 (October 1946).

<sup>5</sup> Hall, Helen. "We Organized Impatience." *Survey Graphic* XXXV, p. 217-18 (June 1946).

<sup>6</sup> "The People Are Ready to Discuss the Postwar World." New York, New York Adult Education Council, 1943.

world economy, education, social security, and world organization. Because of the interest aroused in meeting together to acquire knowledge and understanding of broad world problems, many of the groups have continued to meet. Some of them discuss the role and activities of the United Nations; others hold town meetings on postwar and community problems.

Another form in which settlement members' interest in world citizenship manifested itself after the war was their sending of parcels of food, clothing, and toys to settlements in war-devastated countries. This they have done in addition to active participation in the relief programs of their own nationality groups. Along with such projects, expressing concern for other peoples, knowledge of the ways of life in other countries has been increased by settlement house programs that use films, songs, and dances of foreign countries. Correspondence with individuals and groups to whom packages have been sent has vitalized this new knowledge and infused it with the warmth of personal friendships.

In general, although classes in the arts, homemaking, child welfare and so forth continue to be typical components of settlement programs, growing emphasis is being placed on education for responsible citizenship. Furthermore, much of this education for citizenship has come to be regarded as a prelude to, and a necessary prerequisite for, action planned by groups. Increasingly, too, settlement members are taking responsibility in the centers through the work of house councils, composed of representatives of the groups that belong to the settlements, thus having a share in the making of policy.



# ADULT EDUCATION OF AMERICAN INDIANS

By R. H. McCurtain

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*Editor's Note:* For fuller information about the programs of representative Indian agencies, see p. 368 ff.

## *Early Efforts*

The United States Government has maintained educational facilities for Indians since early in our national history. Many old treaties with the Indians provide, as a part of the consideration for their ceding of territory claimed by them, that the government shall set up and maintain Indian schools. In the beginning, the differences between the Indian and the white people were felt to be important, and to the latter their own culture seemed more desirable. The educational effort was therefore concerned with making the Indian as much as possible like the dominant race; teaching him to dress in the same fashion, eat the same food, speak the same language, worship the same God. Despite the fact that, in most instances, the Indian had been making his own living, an attempt was made to reshape his economic habits to conform more closely to the dominant pattern, regardless of the applicability of that pattern to the areas in which he lived.

Recognizing that the Indian home tends to perpetuate the Indian way of life through its influence on the children, early educators of the Indians concluded that, if the children were to be effectively taught to accept changes of the kind indicated above, they should be separated from their parents and brought up in boarding schools where the dominant culture was emphasized. This philosophy assumed that the young people trained in the boarding schools would return to their homes and exert a powerful influence upon the thinking and behavior of their parents.

Gradually it became apparent that most of the changes which this program was expected to bring about were not occurring. Despite the educational efforts, the mass of Indians continued much as before. The educated young people either returned to the tribe and were re-absorbed, or they drifted away to live with minority groups in other communities. Ultimately, it was recognized that Indian education, to be effective, must deal directly with both the child and his parents and be built upon a foundation of respect for, and gradual modification of, the culture complex of the Indian.

*Modern Programs*

Since 1930, the Indian Service has closed over one-half of the boarding schools then in operation and has increased its day schools from 131 to more than two hundred. It has undertaken a program of community education through schools located in the heart of the Indian country. It has abandoned its age-old opposition to the use of native languages, and is now, in the case of the Navaho and the Sioux, two of the Indian groups of largest native population, encouraging programs of instruction in their native languages. The development of the Navaho alphabet, with community instruction in its use, now permits many non-English-speaking Navaho to read their own language. A news-sheet, published in Navaho by the Indian Service, has a wide circulation among the Indians of the Navaho reservation. Textbooks have been published by the Education Branch of the Indian Service in the Sioux and Navaho languages.

During the comparatively few years since emphasis began to be put on the work of the community day school, more progress has been made in spreading modern ideas than one hundred years of boarding school training had previously brought about. Health, sanitation, and homes are improved, diets are better balanced, preparation is going forward for more efficient use of the economic resources of the Indian areas.

The child who attends the day school carries home each day the new impressions that he gains from the school. These new ideas become familiar to the parents and, through repetition, win their partial or complete acceptance. The services rendered directly to adults by the day schools furnish a continuing occasion for adult contact with the school, thereby continuously and often unconsciously modifying adult attitudes and habits with regard to many things.

The school shops, kitchens, laundry, sewing equipment, and bathing facilities are open to adults as well as to children. Since most of the reservation homes do not have the conveniences that these services provide, the school is in an unusual position to exert constructive influence in adult education and in home improvement.

Other highly significant changes have resulted from growing understanding and appreciation of Indian culture on the part of the white people. Cheap manufactured goods are no longer substituted for products of Indian handicraft. The determination to stamp out native design because of its intimate association with the native religion has been supplanted by recognition of the art values in the Indian arts and crafts and of the economic advantages to be obtained from their preservation and development. The teaching of arts

and crafts, after having been excluded for years from the curriculum of the native school, has now become an accepted and desirable part of the program. The adults have participated with eagerness in this program. Centers have been established in many reservation areas, where adults gather to receive instruction in the improvement of design, quality of product, and better marketing procedures. Cooperatives have been formed among the craft-workers for the purchase of raw materials and for the better marketing of their handiwork. In some instances, such as the weaving done on the Pine Ridge Reservation, South Dakota, spinning and weaving among the Cherokees and Choctaws of eastern Oklahoma, and pottery making among several tribes, Indian groups have accepted and developed crafts that are new to them. The programs on these reservations have been slow, but quite positive. Well-trained, sympathetic craft teachers assigned to the reservations have been responsible for interesting many Indian women in new crafts.

Other desirable interests have been developed among the adult Indians. The earlier attempt to convince the Indian of the basic superiority of the dominant race has been wisely abandoned. He is now taught how best to develop the resources of his home land. He learns how to take advantage of modern cooperative methods of economics and of the new opportunities for credit which the Indian Service has made available to responsible individuals and groups. He also learns how to organize for self-government under the structure of the modern state.

The rural day school is pointed out as the most effective tool for adult education among the Indians. Efficient teaching of reading, writing, and arithmetic in the native and English languages is an accepted function of the school, but emphasis is continually placed on the community-service function of the day school.

Existing boarding schools also have been utilized for adult education. At these schools, intensive short courses are offered for adult Indians. The response has been gratifying. The Indians have gathered at Wingate Vocational School in New Mexico to study improved sheep-breeding practices, along with some classroom instruction in elementary subjects. At Albuquerque Indian School, New Mexico, two-weeks courses have been offered with a threefold purpose: (1) to teach representatives of the various communities agricultural techniques; (2) to familiarize the same group, as delegates of their communities, with the boarding-school program, activities, and living conditions; (3) to plan similar courses for the following year. In one year's course, for example, the following subjects were taken up: butchering, meat-curing, livestock-feeding, livestock-judging, irrigation, gardening, wool-grading and marketing, and demonstration of farm equipment.

Among the other boarding schools that offer active adult education programs are: Oglala Boarding School, in South Dakota; Chilocco Agricultural School, in Oklahoma; and Cherokee Boarding School, in North Carolina.

### *Indian Service Extension Work*

Indian Service Extension work among Indians provides services to help them obtain a living from their environment. Most Indians are rural people. Their economy must be based upon the land. The way in which Indians traditionally utilized their natural resources made it necessary for them to have large areas from which to earn a livelihood. Large areas are no longer available. Gradually the Indian land base has shrunk until, on some reservations, it is inadequate to support all the members of the tribe. Intensive utilization of the remaining area is necessary.

Adaptation to a more intensive economy requires many changes in the Indian's traditional way of life. Livestock-raising is an important industry among the Indians, and much of their remaining land is suitable only for grazing. Extension workers assist Indians in increasing the numbers of their livestock, and also in improving the quality of the stock. Working with the adult Indians in their community, the Extension Agents and their assistants encourage better livestock-selection, better breeding-practices, and the culling of inferior animals from the herds. These measures have resulted in marked improvement of reservation herds. Instruction in improved marketing methods provides another way to increase the Indians' income from livestock. Usually the ownership of livestock is individual, but the marketing is done cooperatively. There are now cooperative livestock associations operating on most Indian reservations and these associations provide a wealth of opportunities for adult education.

The farming activities of Indians fall into three classes: production of forage; production of cash crops; and gardening. The Extension Service workers advise and instruct the Indian farmers in all these different phases of farming activity. Home Economic Extension work is actively conducted among the women. This program is built largely around food conservation and nutrition, but attention is given also to other subjects and activities, such as the making of clothing and home furniture, problems of sanitation and pest control, and the budgeting of living expenses.

The ultimate aim of the Indian land policy is to help the Indians to utilize their natural resources fully through their own labor and to do so in a way that will keep these resources perpetually productive.

The schools hope to equip Indians so that they may adjust themselves to

the complex conditions of modern society. To accomplish this end, the native abilities and material achievements of both the Indians and the whites are drawn upon. By this means, it is hoped, a school curriculum will be evolved that will fit the needs of the Indian people young and old, as well as help them to develop initiative and independence.

# CORRECTIONAL EDUCATION

By Austin H. MacCormick

*Executive Director, The Osborne Association*

*Editor's Note:* For notes on educational programs in correctional institutions in various sections of the country, see p. 336 ff.

## *The Problem*

There are in the United States, exclusive of local and county jails and other institutions for short-term misdemeanants, about 170 state and federal prisons, reformatories for men and women, and other correctional institutions for adult offenders. Before World War II, there were approximately 170,000 prisoners in these institutions. Their population decreased to about 135,000 during the war, but in the postwar years, it has been on the increase and will probably go beyond the former figure. The prisoners range in age from 16 to 70 years or more. Less than four per cent of them are women. Dull normal individuals predominate, and the great majority have less than a high-school education. Most prisoners lack training for a skilled or semi-skilled occupation. Our prison population presents at the same time a most difficult and a most challenging problem. Institutions that have taken up the challenge have demonstrated that prisoners want education and that they profit by it when it is of the right type.

## *Progress since 1930*

The modern era in prison education dates back to sometime around 1930. More significant educational progress has been made by prisons and adult reformatories in the United States since that date than was made in the preceding century or more. The year 1930 marks the beginning of a period during which institution officials, and those members of the general public who are interested in such problems, became firmly convinced that education is an essential element in a modern program of correctional treatment. The idea also gained acceptance that correctional education must be of the same type and quality found effective with adults in the world outside of institutions, with such modifications as are dictated by the fact that the locale is a prison and the students are prisoners. Education in penal and correctional institutions has at last achieved maturity, has become a process of educating adults by adult methods.

Education was for the first time given a predominant place in the correc-

tional process in 1876, when the New York Reformatory for young men at Elmira was opened, with education as the keystone of its arch of reform. But Elmira and the score or more of reformatories for men later established throughout the country failed for many years to come up to their high hopes because they placed too great reliance on an unselective, mass-education program for all. By 1930 most reformatories for men were carrying on highly stereotyped programs of academic and vocational education. The state and federal reformatories for women operated somewhat more realistic programs, because their viewpoint was more socialized and their daily work provided practical vocational training, but they erred in the direction of too little organized education, rather than too much.

There were some encouraging reformatory programs prior to 1930 and the prison picture was not entirely dark. But progress was slow and spotty, and before the 1930's educational work rose above the level of mediocrity in less than a dozen prisons. There was not a single complete and well-rounded educational program, adequately financed and staffed, in all the prisons of the country, and no prison had even a program of organized vocational training worthy of the name.

The significance of the year 1930 as the turning point in American correctional education stems from several things. In that year, the first nationwide survey of education in prisons and adult reformatories was made by the National Society of Penal Information, under a grant of funds from the Carnegie Corporation through the American Association for Adult Education.<sup>1</sup> About the same time, a complete reorganization of the Federal Prison System was begun, with education and library service under trained personnel given a major place in the program. A commission was set up in New York State to study prison administration, and its efforts soon resulted in a complete modernization of the state's program of correctional education. The American Prison Association established a standing committee on education and gave increased emphasis to education in the program of its annual Congress. Under the stimulus of these and subsequent events, a movement to expand and improve educational work spread rapidly through the institutions of the country.

The key to educational progress in correctional institutions, as is true of all progress, has from the first been personnel. In states which find it difficult to obtain appropriations for personnel, correctional institutions must do their best to provide an educational program with only a chaplain or a single teacher to supervise it, and with conscientious but untrained prisoners as teachers and librarians. This is the situation still in the majority of our

<sup>1</sup>MacCormick, Austin H. *The Education of Adult Prisoners: A Survey and a Program*. New York, National Society of Penal Information, 1931.

states. Their institutions usually have compulsory classes for illiterates and a few grade-school classes on a voluntary basis. For advanced work, they rely on cell-study correspondence courses. Correspondence students under such conditions receive little guidance or help. Because they tend to select courses that prove uninteresting or too difficult, they show, as a student body, a heavy mortality rate. Grade-school work is usually uninspiring and is conducted on a juvenile rather than on an adult level.

By contrast, institutions where trained personnel are available in reasonably adequate numbers provide programs that offer a great breadth of educational opportunity, cultural as well as practical. Enrollment is voluntary, but is guided and controlled by the institution classification committee. Equipment is up-to-date, textual material is adult in tone and content, and both academic and vocational instructors are trained and competent. Cell-study correspondence courses are prepared and corrected in the institution or are obtained from universities and other sources. Correspondence instruction is supervised with as much care as is classroom study or shop work. Grade-school subjects and other basic material are given significance by being related whenever possible to vocational training.

### *Programs in Federal Institutions*

An excellent example of what education in a prison can be is the program of the United States Penitentiary at Atlanta, where twenty years ago educational work consisted of a few evening grade-school classes conducted in a poorly lighted mess-hall by a guard who had been a mountain-school teacher. Since then Atlanta has acquired a considerable supervisory staff, made up of men who are college graduates and most of whom have graduate degrees. There is also a staff of supervising trade instructors who are not only master craftsmen in their field but qualified instructors as well. Selected inmates are used as teachers and instructors, but only under careful supervision and after special training. The institution has excellent facilities for classroom instruction, vocational training, and industrial shop work. The program includes a wide variety of educational opportunities: classroom work through the high-school level; advanced courses, both academic and vocational, on either a classroom or cell-study basis; vocational training and guidance, utilizing the most up-to-date equipment and methods; industrial training in modern shops that produced millions of dollars worth of war goods. A trained librarian administers a 20,000-book library and reading-room, which subscribes to 135 magazines and 25 metropolitan newspapers and spends a dollar a year per reader on new books. Among the cultural activities are lectures, music, and even an occasional exhibit brought into the institution from the local art museum. There is a weekly Town Hall Meeting



of the Air in which free expression is encouraged. In this busy industrial prison, 80 per cent of the prisoners are enrolled voluntarily in some type of educational activity.

Educational work in the other federal penitentiaries follows substantially the same pattern as at Atlanta. In the federal reformatories for men and women, vocational education is particularly stressed. The outstanding vocational course in all the correctional institutions of the country is probably the Airplane Mechanic School of Chillicothe, Ohio. This training facility, approved by the Civil Aeronautics Administration, uses the latest types of planes and equipment and prepares men to meet government requirements for mechanics. Even the smaller correctional institutions and work camps which the United States Bureau of Prisons operates have educational programs under trained personnel. The 550-men Correctional Institution at Danbury, Connecticut, for example, has the following civilian staff: a supervisor of education, two supervising instructors, three full-time instructors, and two part-time instructors. Graduates from the elementary grades get a diploma from the city of Danbury and those from high-school grades get one from the State of Connecticut. Vocational and cultural courses are offered in classrooms, in shops, and by correspondence.

### *State Programs*

Not all the educational work worthy of note is to be found in the federal institutions. Some states have programs that were notable even before 1930. California, for example, pioneered in making university extension courses available to prisoners *gratis*, and San Quentin inmates have long been among the highest-ranking University of California extension students. This program has been expanded and improved, as has classroom and shop instruction. In recent years California has pioneered in another respect, by making state adult education funds available for work in correctional institutions. At the California Institution for Men at Chino, for example, all classroom instruction is by certified public-school teachers employed by the Chino High School District. The State Department of Public Instruction accredits qualified inmate instructors in California institutions, and the State Library Commission cooperates in a variety of ways. At the present time, California appears to be making more rapid progress than any other state.

Only a few of the other state institutions whose educational programs are worth noting can be named here. The New Jersey reformatory for women is one of them. The Michigan Prison at Jackson, the largest in the country, is another. At the Massachusetts reformatory for women at Framingham, the women are not called "inmates" but "students." The Virginia Penitentiary fits considerable education into a busy industrial program. The well-

equipped libraries of the Minnesota institutions have long reflected the work of able State Supervisors of Institutional Libraries. The Wisconsin Prison at Waupun makes full use of the State University's extension facilities. Elmira Reformatory in New York, with an educational personnel numbering forty, conducts one of the best programs in the country. Wallkill Prison, New York's unwallled institution for men selected from other prisons, is a veritable bee-hive of educational activity from morning until late evening. New York should probably be accorded the position of leadership among the states. Its budget for correctional education is about \$350,000 a year and provides for fully qualified supervisory and instructing personnel. In addition to its progress in academic and vocational education, New York has made a notable contribution in social education, utilizing both direct and indirect methods.

### *Method and Aims*

There are certain improvements in method in correctional education that are particularly significant. While prisoners must still be used as teachers and instructors in most institutions, it is now recognized that they should always be under trained supervision and should be given teacher-training. Cell-study correspondence courses in the better institutions are no longer used unselectively, or merely as a convenient substitute for classroom and shop instruction. Their value in meeting a great variety of interests and needs on an individualized basis is fully capitalized.

There are also at least two significant changes in the philosophy of correctional education, both consistent with the tenets of adult education. The first is acceptance of the fact that prison education should be largely on a voluntary basis, with the motivating force the individual's desire to study and learn, no matter on what level. The second is recognition of the fact that, although eradicating illiteracy or teaching a prisoner a trade is a worthy enterprise, it is not enough; prisoners should have an opportunity to study cultural subjects or whatever else they find interesting, satisfying, and enriching. In other words, education in prisons should not be circumscribed by the traditional limitations of which the prison walls are a symbol, but should be as broad in its scope and as high in its aspirations as the prison's resources and the prisoner's interest and capacity make possible.

## HOUSING AS A SUBJECT OF STUDY FOR ADULTS

*Editor's Note:* For notes on the local citizens' groups and a few of the national agencies devoted exclusively to housing, which are referred to in the following article, see p. 364 ff. Consult the general index for notes on other agencies mentioned.

### *What the Subject Includes*

Although shelter is one of the three essentials of living, only in recent decades has housing been identified as a matter of public interest and study. Most American cities and towns have, like Topsy, "just growed," with the result that their physical development has not coincided with their industrial and social development.

Homebuilding is an extremely important economic activity, both because huge sums of money are annually invested in it and because it gives employment to great numbers of workers. In the peacetime period from 1920 to 1940, the cost of building non-farm dwellings averaged over two billion dollars a year, and in the final year of that period, 1939, homebuilding employed a million and a half men.

In addition to the impact of the housing industry on the national economy, the social problem of bad housing looms large. Inadequate housing takes a heavy toll in terms of warped personalities and family disorganization; in terms of crime, disease, and death. One third of all our housing is below reasonable standards of health, safety, and decency. Finally, our present-day cities form a most inadequate environment for the 30-odd million families that live in them, or within their zones of influence. Physically, the urban areas are archaic and ill-adapted to the requirements of the times. They suffer from congestion and decay; the structures are not well fitted to modern needs. All these problems were accentuated by wartime conditions and by the lag in new building; postwar readjustments and internal migrations have only added to the difficulties.

Although the term "housing" constitutes an adequate description of an objective of social action, it is not a satisfactory delineation of a natural field of instruction. Housing can not be taught as such. The subject field must encompass all the forces that combine to create housing problems and that are involved in the solution of these problems. Thus, some phases of each of the social-science disciplines and of the technical fields of architecture and engineering are involved. Housing as a subject of study includes not only the production, distribution, and the utilization of dwellings, but also all the factors that create or alter the environment of housing. Thus, housing

is intertwined with the subjects of city-planning and urban redevelopment. Housing, then, is not an academic subject in itself, but the focus of many disciplines, of many areas of policy and practice.

### *University Programs*

Housing has been recognized by colleges and universities as an important subject of study. Many different aspects of the subject are taken up in the established departments. For example, college departments and schools of architecture offer courses dealing with the problems of housing design and construction. Departments of sociology take up housing as one of the problems of urban life and as the object of a reform movement. Under the home economics department in any university will be found a wide variety of courses concerning the utilization of housing facilities, and sometimes also a general course in housing dealing with the broad aspects of the subject.

The American University, Washington, D. C., offers, in cooperation with the Housing and Home Finance Agency, a curriculum of study in housing, designed for employees of the Housing and Home Finance Agency and others in Washington who are interested in housing. A Master's Degree is offered, with a major in housing.

The American Council on Education has met with leading educators, government officials, and housing experts in discussions of the need for a study of housing education, as it relates to the educational system of the country.

In recognition of the gravity of the world housing situation, many international bodies have urged the setting up of machinery under the United Nations to assist and facilitate international study and action in this field.

On March 28, 1947, the Economic and Social Council of the United Nations adopted a housing and town-planning resolution that set the framework for continued study of world housing by the United Nations itself, by specialized international agencies, and by an international conference of experts.

### *Voluntary Organizations*

The housing shortage in our country was accentuated by the return of war veterans from foreign duty. The Veterans Emergency Housing Program of the Federal Government placed emphasis upon local initiative and action in solving each community's housing shortage. Mayors in principal cities were called upon to appoint emergency housing committees. While the primary function of the committees was to devise ways and means of providing housing in their individual communities for veterans, many of the committees also carried on study programs. They studied the housing needs of their

communities, their building codes and zoning ordinances. Through these studies, and in other ways, they were brought face to face with the need for intelligent city-planning, as well as the immediate necessity for solving the housing problem, as such.

National public-interest groups have recognized housing and urban redevelopment and planning as subjects of common interest requiring serious study. Many national organizations have developed housing study programs for their local groups or units. Many have used their magazines and bulletins as vehicles for educational articles on housing. A quick review of some of the different types of organizations that have shown strong and continuing interest in housing problems will indicate how widespread this interest is.

Both the American Federation of Labor and the Congress of Industrial Organizations have recognized housing as one of the problems of their members and have studied housing from that point of view.

Some of the welfare agencies were among the first to study housing and to support housing programs, particularly housing for families of low income. Among those that are active today are: The American Association of Social Workers, American Public Welfare Association, B'nai B'rith, Child Welfare League of America, Family Service Association of America, National Association of Jewish Center Workers, National Conference of Catholic Charities, National Federation of Settlements, National Jewish Welfare Board, National Social Welfare Assembly, and the National Travelers' Aid Association. Community Chests and Councils has suggested that local Councils of Social Agencies appoint Committees on the Social Aspects of Housing with broad programs similar to those conducted by citizens' housing associations and councils.

The American Public Health Association, through its Committee on the Hygiene of Housing, has conducted many studies on the health aspects of housing and has encouraged health agencies to concern themselves with problems in this field. The National Organization for Public Health Nursing, the National Tuberculosis Association, the National Committee for Mental Hygiene, and The American Social Hygiene Association have shown interest in housing and its problems.

Because of the impact of the housing shortage on veterans, veterans' organizations have a particular interest in housing. The American Legion, through its National Housing Committee, has investigated housing conditions all over the country and has studied ways and means of providing housing. The American Veterans Committee, the Veterans of Foreign Wars and Amvets have also taken an active interest in, and are supporting, a comprehensive

housing program. All the veterans' organizations have sent educational material to their local posts and have featured housing at their national conventions.

The Federal Council of the Churches of Christ in America, which services with materials and current information twenty-five constituent denominations and denominational organizations, having a total of about 25,000,000 members, has been active in housing. A few of the individual groups, such as the Council for Social Action of the Congregational Christian Churches of the USA and the National Lutheran Council, have carried on housing programs of their own. The National Catholic Welfare Conference, which is a voluntary union of the Archbishops and Bishops of the United States, has shown interest in housing, both directly and through its Department of Lay Organizations, composed of the National Council of Catholic Men and the National Council of Catholic Women. The women's group has been especially active.

Women's groups in general have been very active in housing studies. Their interest is of great value, particularly the interest of the more than 30 million women whose principal occupation is homemaking and who have more time than others—men and women who work outside the home—to give to civic affairs. Most active among organized women's groups are: American Association of University Women, Association of the Junior Leagues of America, General Federation of Women's Clubs, League of Women Shoppers, League of Women Voters, The National Board of the Young Women's Christian Associations of the U. S. A., National Congress of Parents and Teachers, National Council of Catholic Women, National Council of Jewish Women, National Council of Negro Women, Women's Supreme Council of B'nai B'rith, National Women's Trade Union League.

Through their specialized training and skills, certain organizations have unusual contributions to make in developing and maintaining active citizen participation in housing programs. Among the most effective are: American Council on Education, American Home Economics Association (particularly interested in development of sound standards of home design and construction), American Institute of Architects, American Library Association, American Municipal Association, National Education Association (which through its National Council for the Social Studies has sought to encourage the interest of teachers), National Institute of Municipal Law Officers, United States Conference of Mayors. Important among these organizations are the American Planning and Civics Association, American Institute of Planners, and the American Society of Planning Officials.

The National Urban League, the National Association for the Advancement of Colored People, and the American Council on Race Relations are

actively interested, not only in the housing problems of Negroes and other minority groups, but also in comprehensive housing programs.

The principal youth-serving organizations that have shown a consistent interest in housing are the Boy Scouts of America, Girl Scouts, and Aleph Zadik Aleph of B'nai B'rith. Their work in this field contributes importantly to adult education because most of their material is directed to the adult leaders rather than to the young people themselves.

The National Planning Association, the Twentieth Century Fund, and the Woman's Foundation have made special studies of housing and urban redevelopment and have published pamphlets and books setting forth their conclusions. The Common Council for American Unity, which services the principal foreign-language organizations and foreign-language press, has issued a considerable amount of helpful material on housing. The National Recreation Association, through its interest in recreational facilities, has supported community planning. The National Institute of Social Relations included housing among the suggested subjects to be used in training group-discussion leaders, and has prepared supporting materials on housing for this purpose. The National Association of Consumers and the Consumers Union have included housing among their interests.

In addition to this growing concern among organizations to which housing is only one of many interests, the housing movement is fortunate in having the full attention of national organizations, such as: The National Association of Housing Officials, National Committee on Housing, National Council of Housing Associations, and National Public Housing Conference.

This list of voluntary agencies that are promoting study and action on housing problems would be incomplete without mention of the many very efficient citizens' housing groups that have been organized in local communities. Among the cities in which such groups are doing noteworthy work are: Baltimore; Boston; Chicago; Cincinnati; Detroit; Los Angeles; New York City; Philadelphia; Pittsburgh; Rochester, New York; and Washington, D. C.

# SAFETY EDUCATION FOR ADULTS

By Thomas Fansler

*Research Department, National Safety Council*

*Editor's Note:* For notes on some representative programs of safety education, see p. 450 ff.

## *Types of Safety Education*

It was back in 1913 that the many activities and interests in accident prevention were focused into an organization known as the National Safety Council. In the years that have passed since then, considerable progress has been made in each of the three E's of safety—Engineering, Enforcement, Education. The death rate from accidents has decreased, despite the enormous increase in the use of the automobile, from an average of 85 (per 100,000 population) for the decade 1900-1910 to an average of 73 for the period starting in 1940. Credit for this progress belongs not to one organization, but to many organizations and to countless groups of various kinds.

Industrial safety, or the safety of the employee on the job, has long been of primary concern to progressive management. In addition to safe design of buildings and equipment, and basic training of employees, frequent use is made of shop talks featuring posters, graphs and charts, slides, and motion pictures. Inter-company and inter-departmental contests and prizes are devised to stimulate and maintain interest. In public safety—that is, the protection of the public from accidental injury on the highways, in public places, and at home—the most progress has been made in the field of traffic and transportation, largely because the rapid growth of the automobile and other methods of transportation has forced attention to this problem. Protection from injury by fire, falls, panic, and so on, in public places has usually depended upon the upsurge of public indignation following a horrible disaster, with a consequent improvement in regulations and their enforcement. Protection from accidents in the home is still, figuratively speaking, in its infancy.

## *Media and Methods*

The media employed in the education of adults for public safety are the standard media for public information: newspapers, magazines, radio, motion pictures, posters, pamphlets, as well as discussions and organized courses. The amount of newspaper space and radio time devoted to safety may be conjectured from the estimated summary of but a single organization for one



year: 731,000 inches of space in newspapers; 110,000 broadcasts (including recordings and spot announcements) totaling 3,915 hours of time; 74 stories in national magazines, and 2,800 stories in trade publications.

As a part of the educational aspect of enforcement procedures, traffic judges occasionally "sentence" faulty drivers or jay-walking pedestrians to attend a safety "school." Usually such a school consists of one or two lectures on local traffic ordinances held under the jurisdiction of the police department or of the local safety council. In addition, many local safety councils and many local automobile clubs sponsor formal or informal classes in automobile driving and safety precautions. These classes are for adults, usually for women, and are in addition to the regular school courses in automobile driving for high-school students that many school systems are now adopting.

The Cleveland schools in 1943 prepared for adult groups a series of lectures on home safety. The American Red Cross has for some years conducted organized courses for adults in home and farm safety, certificates being issued to those who complete the courses. In New York City, the Department of Health organized an in-service course of ten lectures on home safety given to nurses and other departmental employees in the various health districts. The Health Department in Baltimore has been active in safety for years; and the state health departments of New York, New Jersey, Illinois, Minnesota, and Kansas do safety work through their various educational media that deserves, perhaps, more than mere mention. Such interest on the part of health officials, however, is not typical and the departments mentioned remain rather notable exceptions.

### *Agencies*

Many hundreds of agencies and organizations are interested in safety. In addition to the general program of the National Safety Council, there are local, state, and federal agencies charged with enforcing safety regulations in industry, health, and traffic. There are associations of state or municipal officials. There are business groups and trade associations. There are service organizations, clubs, and civic groups. Though each of these groups has made distinct contributions to the cause of safety and has used various educational means for promoting a particular safety topic, not many agencies have been directly concerned with the education of the general adult public—with adult education as it is generally known. Certain organizations have adopted safety themes and have developed campaigns of varying duration; as for example, the Junior Chamber of Commerce (traffic), the American Legion (traffic), and the National Congress of Parents and Teachers (child safety in traffic and in the home).

The most encouraging development recently in co-operative endeavor has

been the establishment of: (1) the National Committee for Traffic Safety, with some 80 national organizations as members, and (2) the National Committee for Home Safety, with some 30 national organizations as members. The co-ordination of effort that is possible through these two bodies should do much toward making safety education effective.

Finally, the educational advertisements of insurance companies, automobile and tire manufacturers, and others should be classed as adult education. Though the motive behind the advertisements is the profit motive, the educational effect on both adults and children can certainly be appraised in terms of social betterment. Such efforts do help in saving lives.

# EDUCATION FOR FAMILY LIVING

By Muriel W. Brown

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*Editor's Note:* For information about individual agencies and their programs, see p. 341 ff.

## *Content and Objectives*

Education for family living is that branch of adult education which deals specifically with the values, principles, and practices of family life. It has for its general objective the enrichment of family experience through the more skillful participation of all family members in the life of the family group. Its offerings include learning opportunities for both sexes and all ages. It is sometimes called a "folk movement" because of the extent to which families themselves have helped to determine its goals and direct its activities.

We are here concerned primarily with those activities in the broad field of family-life education which are organized to meet the needs of adults and older youth. As defined above, family-life education includes the older programs of parent education. It also includes homemaking education, that branch of home economics which "is centered on home activities and relationships and enables the individual to assume the responsibilities of homemaking."<sup>1</sup> It differs from general adult education in the specificity of its focus, objectives, and content. It draws its subject matter from all the fields of human knowledge, but does not coincide with any one of them. It motivates, guides, and helps to develop social action, but it is not social service, nor social action in the commonly accepted meaning of those terms.

## *Agencies*

Education for family living is carried on, in this country, by an unknown number of governmental and non-governmental agencies and organizations. It is also carried on by individuals trained as specialists in many different professions—doctors, lawyers, psychologists, ministers, nurses, etc. Some idea of the extent to which organized groups have accepted responsibility for working in this field may be gained from the records of a committee, which

<sup>1</sup>U. S. Office of Education. *Vocational Education in the Years Ahead*. Washington, D. C., The Federal Security Agency, 1945. VI, 191.

was set up in the Fall of 1945 to investigate the possibility of a national conference on family life. Of the 173 national organizations (not counting federal agencies) approached by this committee, 104 felt that their programs placed sufficient emphasis on some phase of family-life education to justify their sponsoring such a project. Twenty-seven government bureaus were interested, and 17 foundations.

At the national level, there is one family-life specialist giving service to the states in the Extension Service of the U. S. Department of Agriculture; there are two in the U. S. Office of Education and one in the Children's Bureau of the Federal Security Agency. The programs of the Agricultural Extension Service, the Home Economics Education Service of the Office of Education, and the Farmers' Home Administration (formerly the Farm Security Administration) are essentially education for family living.

Many national women's organizations, such as the General Federation of Women's Clubs and the American Association of University Women, stress home and family life in their programs of work and prepare materials for their members to use in studying family problems. Labor organizations are also emphasizing work in this field. The national religious organizations are all, of course, actively interested. Social service groups are laying more and more stress upon educational activities which help people to understand and solve their own family problems.

Of the specialized organizations in the field of family-life education, the National Council of Family Relations (formerly the National Conference of Family Relations) is the largest. The National Committee on Parent Education (formerly the National Council of Parent Education) has been reorganized to meet the growing demand for an association of professional parent education workers. The Child Study Association of America and the Association for Family Living, with headquarters respectively in New York and Chicago, give valuable leadership. The National Congress of Parents and Teachers and the American Home Economics Association both have special departments which stimulate and guide their activities in homemaking education. *Parents' Magazine*, the outstanding popular publication in the parent education field, with a continually mounting circulation, reaches more than a million families each month. The Woman's Foundation of New York, established in 1942, centers its interest in education for family life. The American Library Association has made for years and is continuing to make highly important contributions in this field.

On the state level, state governments are expanding their offerings in family-life education through state departments of health, education, and welfare, and through the Cooperative Extension Services. A few state depart-

ments of public instruction have specialists in parent education or family-life education on their staffs. All the states, the territories, and the District of Columbia have supervisors of vocational home economics who give full time to the homemaking programs, including the programs for adults, sponsored by the public schools in their states. The Cooperative Extension Service in 19 states employs one or more full-time specialists in family-life education, and in eight states the Service assigns part-time responsibility for family-life programs to other subject-matter specialists who have had training in this field.

On the local level, the agencies and organizations at work in the field of family-life education are too numerous to count. In 1947, the U. S. Department of Agriculture had 3,176 home demonstration agents in counties and ten in city centers working full time on home interests with groups of adults. Accurate figures showing the total number of teachers of homemaking classes for adults under public school auspices are not available. It is known, however, that in 1946-47 more than 5,500 such teachers were employed in programs reimbursed under the Federal Vocational Acts. There is no record of the total number of groups and classes in parent education conducted locally by schools, churches, libraries, youth organizations, parent teacher associations and social agencies.

### *Development of the Movement*

Impressive as is this general review of the channels and sources of leadership in family-life education, it does not give an adequate picture of the extent to which the purposes of this movement have been clarified in recent years and its activities integrated. Going back to the early 1930's for a basis of comparison, one finds that there was, then, widespread interest in education for parenthood and great faith in its possibilities. The activities of the various agencies engaged in this work at that time, however, seem to have been largely unrelated. Relatively speaking, the objectives of most of these programs were indefinite, methods used were lacking in precision, and evaluations were quite subjective. If, looking back to that time, we wonder whether family-life education could then justly be called a "movement" at all, we realize, in view of what has happened since, that it was certainly a movement-in-the-making. Needs had been recognized in a crucial area of human experience. Many different ways of meeting these needs were being explored. Data were beginning to accumulate. A new field of education was emerging which would some day have responsibilities, a philosophy, and technologies of its own, even though its content would necessarily always be drawn from many different areas of subject matter.

In an article reviewing and evaluating parent education activities in the year 1936,<sup>3</sup> Dr. Ralph P. Bridgman, then Director of the National Council of Parent Education, pointed out four significant trends in emphasis that could be discerned in the development of subject matter in this field. These trends furnish a convenient springboard for a brief analysis of progress made in the organization of the field since 1936, a period covering perhaps the most turbulent years in our national history. The trends mentioned by Dr. Bridgman are: (1) the early emphasis on principles and procedures in child care and guidance, (2) the somewhat later emphasis on the re-education of parent personalities, (3) the still later emphasis on the essential inter-relatedness of all family experience, and (4) the emphasis just emerging, on the interdependence of family and community.

The listing of these emphases helps to show how growth since has taken place. Underlying all programs now and from the beginning, has been the assumption that education can help people to make their family living more effective, happier, more satisfying. Each new approach signified some gain in our understanding of what this sort of education involves.

A more detailed study of developments indicates progress in the following directions: (1) a general sharpening of focus in educational programs dealing with family life; (2) a general broadening of the scope of each of these programs; (3) a marked tendency toward integration of programs dealing with related areas, interests, or problems; (4) a general enrichment of "content" in learning situations; (5) successful use of a number of new approaches, with increasing emphasis on action as an integral part of learning; (6) invention and/or refinement of some important new educational techniques.

There are a number of reasons for the sharpening of focus. For some time there has been a growing feeling that the family is the "ace-in-the-hole" in the world-wide, postwar struggle for peace and freedom. There has also been widespread and growing concern over such signs of family disintegration as the appalling increases in juvenile delinquency and divorce. The most important factor, however, has probably been consumer demand. The early postwar years produced an unprecedented number of family problems. Requests for help in understanding and dealing with these problems have been more numerous, more insistent, and more specific than ever before in the history of organized family life education. For example, the thousands of young veterans and their wives who were compelled to make their homes in barracks, apartments, trailers, and Quonset huts on college campuses all over the country had no time for pious platitudes or vague generalities. Most of them played the game straight, for high stakes, and resented educational

<sup>3</sup>The Handbook of Adult Education, ed. by Dorothy Rowden. Second edition. American Association for Adult Education, 1936, pp. 132-39.

experiences that they could not use immediately in meeting their pressing, specific needs.

These and other pressures have not only forced family-life education to become more precise in defining its goals, outlining its scope, and selecting its activities; they have also pushed both leaders and participants closer and closer to the basic or "core" concepts which, it seems likely, will eventually be stated as functions of the family in our society and give unity to the organization of the entire field. This "core" must be equally acceptable to science, to religion, and to the man in the street. When we have it, family-life education will, indeed, be as sharply focused as any educational program ever needs to be.

There is a good deal of evidence that programs in this area have been broadening in scope for some time. In the early 1930's, parent education put most of its emphasis on one of the typical family relationships, the parent-child relationship, and treated the others as incidental to it. Home economics education for adults then consisted, chiefly, of classes in clothing and foods, with a few programs which were notable exceptions, such as the well-integrated parent education and homemaking program conducted by the Omaha, Nebraska, public schools. General programs of adult education were offering social science courses on the family, but these courses more often dealt with the history of the family as a social institution than with problems of contemporary family life. Mental hygiene programs, where these existed, were still largely centered on the more pathological problems of human adjustment.

By 1940, the center of interest in parent education had shifted quite generally from the study of the parent-child relationship, as such, to the study of the whole constellation of family relationships. In home economics, the term "homemaking" was coming into much wider use, and homemaking curricula were expanding, in many places, to offer more balanced instruction in all kinds of homemaking activities. The official handbook for vocational education published by the United States Office of Education in 1945<sup>a</sup> states that "programs developed with the specific objective of preparation for the vocation of homemaking include the following major areas of instruction: Foods, and nutrition; housing, home furnishings, and home equipment; clothing; child development; family health; family economics; family and community relationships."

The social scientist, meanwhile, nudged by a small group of liberals in anthropology, sociology, and social psychology, were registering their interest in the dynamics of family interaction, and were conducting some ex-

<sup>a</sup>U. S. Office of Education. *Vocational Education in the Years Ahead*. Washington, D. C., The Federal Security Agency, 1945, p. 191.

tremely valuable studies of family life in both urban and rural communities. Mental hygiene, influenced by clinical studies of the effect upon individuals of different kinds of family experience, was emphasizing strongly the positive role of the family in personality development.

These expansions, and other changes taking place during the same period of time, were the natural result of an increasingly realistic approach to the analysis and treatment of family problems in a number of the professions dealing directly with families. As the various programs involved followed new leads and explored new territories, common interests were discovered and a certain amount of natural integration began to take place both within and between fields.

Evidence of this more or less spontaneous integration are readily found. There is the increasing tendency in all programs to emphasize the "wholeness" of family life. There is the growing practice of planning cooperatively when two or more groups are setting up related projects. And there is the growing interest in community coordination for the more efficient development and use of community resources. A few signs of another sort of integration are found in one or two small experiments in which the family, rather than the individual, is the unit around which the activity develops. The whole family comes to the clinic. The teacher of homemaking for adults works with families in their homes, instead of "keeping school" for classes of students. Memberships in the recreation center or local cooperative are taken out by families, not individuals.

Several publications have helped to further this tendency toward integration. Notable among them are two yearbooks: *Education for Family Life*,<sup>4</sup> and *Family Living and Our Schools*, both published in 1941.<sup>5</sup>

### *Enriched Content of Programs*

The extent to which the content of family-life education has been enriched over the years can only be suggested here; so varied, so numerous and so important are the gains. All the sciences contributing to our knowledge of family development, child development, human relationships, personality development, and homemaking in its more tangible aspects have conducted research that has yielded new facts and suggested exciting new hypotheses.

The war interrupted some long-range studies that were under way before

<sup>4</sup> American Association of School Administrators. *Education for Family Life*. Nineteenth Yearbook. Washington, D. C. 1941. 368 pp.

<sup>5</sup> Joint Committee on Curriculum Aspects of Education for Home and Family Living of the Home Economics Department of the National Education Association and The Society for Curriculum Study. *Family Living and Our Schools*. New York, D. Appleton-Century Co., 1941. 468 pp.



1940, but there is some compensation for these delays in the insight which some wartime experiences—industrial migrations, conscription, and demobilization, for example—have given us into some kinds of family problems. It is impossible, of course, to know which of these new ideas will ultimately have the greatest influence on family life in America through family-life education. Seen in relation to patterns of unfolding knowledge in the fields from which they come, some of the concepts discussed in the following paragraphs seem especially promising, and have already changed trends in thinking where they are being used.

In child development, a number of studies have helped to give more precise meaning to the concept of security, especially for children. Parents are now being helped to find the happy medium between the training that relies on the harsh discipline of impersonal routines and the guidance that enables a child to harmonize his own behavior with reality. The need of all babies for the warmth and love which can be expressed only through close physical contact with the mother in the early months of life is now widely recognized. Most professionals in close contact with the home—pediatricians, nurses, teachers, psychologists, psychiatrists, and family caseworkers—are emphasizing this particular need, and organizations have been formed for the sole purpose of interpreting it to families through all possible channels of adult education.

Studies made during World War II have thrown new light on the origin and nature of anxieties and excessive fears. Inferences drawn by psychiatrists in the Services from their intense experiences with men before and during induction, in camps in this country and overseas, in combat and in hospitals, will be the basis for careful research for many years to come. Even now, experienced doctors and psychologists feel justified in warning parents against using with children methods of guidance that create strong feelings of guilt, shame, or fear. Most educators share this feeling, and are helping parents to use successfully more positive methods of teaching.

Just before the war, scientific studies of human relationships were making good progress. As far back as the 1920's and early 1930's, Eduard Lindeman<sup>6</sup> and others had made some provocative analyses of interaction in conflict situations. In 1940, Ronald Lippitt<sup>7</sup> published the results of his pioneer exploration of psychological climates, the first of a number of related investigations which have thrown much light on the nature of democratic processes.

<sup>6</sup>Hader, John J. and Lindeman, E. C. *Dynamic Social Research*. New York, Harcourt Brace and Company, 1933. 231 pp.

<sup>7</sup>Lippitt, Ronald. "An Experimental Study of Authoritarian and Democratic Group Atmospheres." (In *Studies in Topological and Vector Psychology I*, *University of Iowa Studies*, Studies in Child Welfare, XVI-III: 43-195, February, 1940.)

Some of these findings are now being applied by Lippitt and others to the study of family relationships.

A good short summary of the chief implications of these important studies is the definition of democracy proposed by the Educational Policies Commission of the National Education Association in 1941.<sup>8</sup> This definition, a list of the "hallmarks" of democracy, is being widely used as discussion material in family-life education groups and classes. The purpose of such discussions is to stimulate the application of these cardinal principles of democratic action in family situations. A special effort has been made to call the definition to the attention of home economics teachers in public school programs throughout the United States.<sup>9</sup>

The social sciences are giving us some new material on the nature of family-community interaction which is comforting because it can relieve families of some unwarranted guilt feelings. It shows that individual families are not at fault when they fail to solve problems of modern living that can be effectively dealt with only by larger group action.

One of the most important single contributions to the content of family-life education in recent years is the description of the functions of the family in American life, prepared for the Woman's Foundation.<sup>10</sup> This report, which was published in 1945, is the work of a committee of experts in anthropology, sociology, psychiatry, psychology, religion, and education. It is a pioneer attempt to formulate the "core" for family-life education mentioned above.

It is, of course, impossible to note here all the new leads coming from these and other sources. There is a growing emphasis on positive health, and a growing feeling that this can be achieved by the individual only if and when it is achieved by his entire family. As a result of advances in psychosomatic medicine, there is a growing understanding of the interdependence of mind and body, of the totality of personality. There is a growing appreciation of the uniqueness and importance of family experience as organizations, such as the Research Center for Group Dynamics at the Massachusetts Institute of Technology, make public the results of their work. Even soldiers and statesmen are contributing to the rapidly accumulating store of material for family-life education. This material will help us all to understand that the family is the primary educational agency in human society; that its teachings inevi-

<sup>8</sup>Educational Policies Commission. *Learning the Ways of Democracy*. Washington, D. C., The National Education Association, 1941. 486 pp.

<sup>9</sup>U. S. Office of Education. *Vocational Education in the Years Ahead*. Washington, D. C., The Federal Security Agency, 1945. Chapter VI, pp. 226.

<sup>10</sup>Consultants' Report. *The Place of the Family in American Life*. New York, The Woman's Foundation, 1945.

tably determine not only the shape of things present but also the shape of things to come.

### *New Approaches and Teaching Techniques*

The new approaches in family-life education devised or developed during recent years are of great variety. Among those which now seem most significant are the approaches through: (1) cooperative community studies of family needs as a basis for education to meet needs; (2) the organization of groups of families for social action; (3) new services designed to help individual family members understand and meet their own needs; for example, counseling services; expanded opportunities for group study; centers to supplement individual family provisions for recreation, child care, and house-keeping; (4) coordinated effort on the part of the several professions directly working with families; (5) the development of community—especially neighborhood—leadership; (6) general public education.

The last approach, public education, has two phases: first, the organization of special activities, such as forums, conferences, and institutes, which highlight issues or problems, and, second, the continuous effort to supply information about family life to the general public through the usual media for mass education—newspapers, magazines, radio, stage, and screen.

Follow-up on a new approach in any field of education usually reveals the need for new teaching techniques. This has been distinctly true of family-life education, and some promising new methods have been tried in the last few years. One of the greatest needs in this educational area has always been for procedures that would help the individual family member to see himself as others see him, to evaluate his own contributions to the total group experience of his family. J. L. Moreno and his students have given us two good instruments to use in this connection, the sociogram<sup>11</sup> and the psychodrama.<sup>12</sup> The one discovers and depicts the relationship patterns in a group, the other is a technique which enables an individual to define some of his own personality problems and to practice, with the help of others, changes that he would like to make in his own behavior.

Perhaps the greatest advance has been in the development of methods for surveying family and community needs, and for determining family status in a community or regional pattern. There are also now available a number of family score cards and similar devices, which individual families can

<sup>11</sup> Moreno, J. L. *Who Shall Survive? A New Approach to the Problem of Human Inter-relations*. Collaborator: H. H. Jennings. Washington, D. C., Nervous and Mental Disease Publishing Company, 1934.

<sup>12</sup> Hendry, Charles E.; Lippitt, Ronald; Lander, Alvin. *Reality Practice as Educational Method*. Psychodrama Monographs No. 9. New York, Beacon House, 1944.

use to evaluate their own experiences. There are studies, such as Mary S. Lyle's *Adult Education for Democracy in Family Life*,<sup>18</sup> which give us new criteria for evaluating programs and new insight into some of the problems involved in family education for democracy. The several national commissions on intergroup education are calling special attention to the part the family must play in the development of intergroup understanding. These commissions have worked out many new techniques for family participation in community programs for the improvement of intergroup relations.

Notable advances have been made in helping families to cooperate in setting up their own goals for group action. Procedures used for this purpose by the Source Class of the Southwest Community Center in Wichita, Kansas, are especially suggestive. The Source Class began in 1937 as a self-help club, organized by a group of destitute families which had migrated north from dust-choked farms in Oklahoma and Arkansas. With the help of a teacher-leader provided by the Wichita Board of Education, this club began to study systematically the needs of the families represented. Donated garments were mended and altered to fit; quilts were made for families with little or no bedding; shacks were weather-proofed; and food shortages were, to some extent, alleviated by better practices in buying and cooking.

Gradually, as the families in the group began to increase their incomes, it became possible to work specifically on the problem of better housing. No one in the club—now the Source Class—knew much about planning, constructing, or financing even the smallest of homes. The group therefore decided to “learn by doing.” With the help of their leader, they borrowed \$300 for the purchase of building materials, got an engineer at City Hall to help them draw plans for a three-room house, and began to build. As difficulties were encountered, the advice of specialists was sought, but never at any time did the group give up its responsibility for the project. The house was finished at a total cost of slightly more than \$500 and was sold to a young couple who finished paying for it in approximately five years.

The Source Class has since become a sort of advisory council to a community cooperative, which it helped to bring into existence. The cooperative is an organization which, in the past eight years, has included a total of about 75 families. It is now so well established that it owns its own club house, and has memberships in the National Association of Credit Unions and the Blue Cross. The entire project is a dramatic illustration of family-life education in action.

Numerous devices for guiding groups in problem-solving of the type developed in Wichita are now in use. Among the more effective of these is

<sup>18</sup> Lyle, Mary S. *Adult Education for Democracy in Family Life*. Ames, Iowa, Iowa State College, Collegiate Press, Inc. 1944. 161 pp.

an outline for group analysis of a problem, *You Can Work It Out Yourself*, which was prepared by the Parent Education Specialist of the Cooperative Extension Service of the U. S. Department of Agriculture.<sup>14</sup> This outline is typical of a number of new techniques which are used to help individual families and groups of families deal more effectively with their problems.

### *Problems Still Unsolved*

In spite of all the gains noted above, family-life education is still in the very early stages of organization as a separate educational field. Its unsolved problems are many. Among the most urgent of these are: (1) the need for more trained leaders of many different kinds; (2) the need for better team work among all the professions working directly with families; (3) the need for more study of the processes involved in cooperation and coordination, so that families and communities may work more effectively together on common problems; (4) the need for simple teaching materials that can be widely used to help people everywhere understand the social, political, and economic issues affecting family life today; (5) the need for more recognition, everywhere, of the importance of education for better family living, so that efforts to mobilize resources and facilities for this type of education will be more intelligently and more adequately supported; (6) the need for more skill in combining study with action so that families working together will be more effective in creating the conditions under which they wish to live.

### *A Big Task for a Young Movement*

Although comprehensive programs of family-life education seek to provide appropriate learning experiences for family members of all ages, there is a special urgency about the phase with which we are immediately concerned here—education for adults. We have been told, again and again, since the bombing of Hiroshima, that our survival depends upon our ability to control the forces released by nuclear fission. But what is "control"? Is it more than decision—decision to use power in specific ways to accomplish specific purposes? It is in the choice of these ways and these purposes that all the values held by mankind are inevitably expressed. Decisions based on values that have lived from generation to generation, growing in grandeur with the passage of time, are good decisions. Today, we realize, as never before, the collective nature of these decisions. Even when they are made by leaders, they do not "stick" unless they reflect the feeling and thinking of the majority of people in the culture represented.

It has long been known that each individual's personal system of values

<sup>14</sup> Lynde, Lydia Ann. *You Can Work It Out Yourself*. Extension Service Circular 430. Washington, D. C., U. S. Department of Agriculture, 1945.

is rooted in his own early family experiences. This means that the values we hold, as a nation, in the continuing, world-wide conflict of ideologies must be explicitly and effectively developed in homes if our efforts to "hold the line" for democracy are to be successful. For convenience, here, these values may be grouped under five headings: (1) Values in what homes teach about family life; (2) values in what homes teach about the self; (3) values in what homes teach about social responsibilities; (4) values in what homes teach about sex and marriage; (5) values in what homes teach about God and religion.

It is the privilege and the responsibility of adult education for family living to offer educational experiences that will help the young men and women contemplating marriage, the husbands and wives who have already established homes to do this job of value-creating in family life with the greatest possible satisfaction to themselves and their communities. It is also the responsibility of family-life education to provide instruction that will help adults in families to solve the very difficult "practical" problems of everyday family living. It is still hard for many of us to realize that no country will ever be free, again, to use its own economic resources without thinking of these in relation to the total need and the total resources of the entire world.

To generate in families the positive forces capable of overcoming the forces of evil which are constantly threatening world security is an enormous task but a task with which every family in the United States can help to some degree. The nature of these positive forces is known and the forces themselves can be named. Most powerful among them are the feelings of good will and the habits of unselfish, cooperative problem-solving learned in homes where there is concerted action for the common good. In such homes the welfare of each family member is sought by all the rest. Each member of the family takes part, according to his ability, in planning, carrying out, and evaluating family activities. The experimental approach is used in the solution of family problems. Controversial matters are freely discussed and differences of opinion are cherished because of their value in problem-solving. There is freedom, with responsibility, in action.<sup>15</sup>

This kind of family living is *learned* living. It requires knowledges and skills that do not come with the marriage certificate or with the baby. There are countless American families who want help in learning how to live more and more successfully in these ways. It is the task of family-life education to mobilize the resources, to provide the services and facilities needed for giving this help to all families who desire it, regardless of differences in

<sup>15</sup> Paraphrase of the "hallmarks of democracy" in *Learning the Ways of Democracy*. See reference #8.

race, religion, background nationalities, politics, schooling, income or social position. If each of all the millions of families in the United States could become a center for the practice of this kind of democracy, the safety and the peace of the world would be assured.

# THE COOPERATIVE EXTENSION SERVICE OF THE UNITED STATES DEPARTMENT OF AGRICULTURE

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*Editor's Note:* The names and addresses of State institutions that conduct adult education programs under the Cooperative Extension Service may be obtained from the office of the Director of Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

## *The Staff*

The Cooperative Extension Service of the United States Department of Agriculture and the state colleges of agriculture is the largest single tax-supported adult education institution in the world. This system, founded in 1914 by the Smith-Lever law, employs a constantly increasing corps of professional workers. In the first year following World War II, the professional staff totaled 11,000, whereas ten years earlier, in 1936, the total had been 7,500. About one seventh of these workers are administrators and subject-matter specialists on the national and state staffs; the rest are county "agents." The Service is called "cooperative" because the cost is shared by the federal, state, and county governments. Beginning in the middle 1930's, the total budget for about ten years was in the neighborhood of \$35,000,000 a year. Larger grants by Congress, which became effective on July 1, 1946, if fully matched can increase this sum by perhaps 40 per cent.

The administration of the Service heads up in each state college of agriculture under a Director of Extension. Under him there is often an assistant director, and always there are two state leaders, one for the county agricultural field workers, called agents, and another for the home demonstration agents. Each state college also has a staff of subject-matter specialists, who are, as the name implies, concerned with the various phases of the program; such as marketing, animal husbandry, dairying, poultry, clothing, canning. The duty of each specialist is to keep abreast of research and experimentation in his area; to interpret the results in teachable, readable terms; to develop programs in the subjects called for by the counties; and to train the agents and local leaders. This training is mostly concerned with methods to be used in teaching the subjects to members of local groups in the various counties of the state.



Well over half of the specialists are concentrated in about ten subject areas similar to those mentioned above. The rest cover a wide variety of areas of interest, such as housing, rural community organization, and recreation. The Home Economics branch of the Service deals chiefly with the selection, preparation, and preservation of food; the provision of proper clothing for all members of the family; home decoration, sanitation, household budgeting, etc.; child care and training.

Over 95 per cent of the counties have agricultural agents, and close to 70 per cent have home demonstration agents. In a growing number of counties, there are also assistant agents. In the South, about one third of the counties have Negro agents. Elsewhere white agents handle the program for both races.

Much of the local work is carried on under the agent's direction by local leaders who have been given some training and are supplied with printed aids. Before World War II, there were over 700,000 local leaders, each of whom gave about two weeks a year of uncompensated service to the work. During the war, the number of leaders rose to over a million, but the time contribution dropped to about ten days for each leader. The cost of this voluntary service, if paid for even at unskilled-labor rates, would equal the total appropriations from all sources.

To enable the agents to work understandingly and democratically with the people, the counties have developed a variety of organizational methods, such as county councils or committees, representing all local communities. There are often organized community groups as well.

The federal office has no power to dictate to the states. Its leadership is by indirection, but its functions are manifold. It audits the state accounts to certify that the federal funds are being spent for the purposes for which they were appropriated. It maintains liaison field workers, each assigned to a regional group of states, and has also a small staff of specialists. It issues bulletins and suggestions; conducts research as requested; and cooperates in training the professional staff through summer schools, workshops, and institutes. The federal staff is made up of less than 250 persons, a number of whom are part-time advisers. Since the Extension Service is the educational arm of the United States Department of Agriculture, one of its functions is to bring to the states news of national developments of importance to their work. One interesting aspect of the federal work has been the training of present or prospective Extension Service workers from abroad. This sort of help has been given to other countries for years, but the recent war greatly increased the demand for it, especially from Central and South America and from China.

### *The Program*

The program of the Extension Service varies from state to state because it is adapted to local conditions and needs. What the general program in a state shall be is therefore determined by the state itself and to a considerable degree by the rural people in each county. Once a county committee decides what it wishes to do, the agent can call upon all the resources of the college of agriculture to assist.

The program, as already indicated, is largely vocational. Originally it was almost wholly so. Increasingly, social and economic interests have found an ever larger place. The first big development in this direction was in teaching marketing, cooperative and other types, after World War I. Community activities soon followed. The Agricultural Adjustment Act, passed in 1933, required a further expansion of teaching in the economic area. In the middle 1930's, discussion of public affairs was begun and, before World War II, over 100,000 groups of farm men and women were spending winter evenings discussing public questions. The materials prepared for this activity, though dealing with controversial issues, gave well-balanced facts and opinions supporting all major points of view.

The program of public-affairs discussions was probably inspired by rural discussion groups which were organized in Wisconsin in the 1920's. In many years, the number of groups in that state has run well over 1,500. At one time, 40 states had state discussion leaders. This activity, which was curtailed by World War II, has expanded again in the postwar years.

The likelihood is that both the social and economic aspects of the Extension program will continue to be expanded. The very favorable reception given by the states to a postwar federal staff report, setting forth what has been done and what needs to be done in the major areas of Extension, clearly presages this development. The demand from farm people for enlightenment on current issues is increasing. The younger adults and rural youth particularly are interested not merely in recreation but also in the social and economic trends, national and world-wide, which affect rural life.

Drama, music, and art also receive attention, especially the first two. As many as 1,500 rural musical groups, under the sponsorship of the Extension Service, unite in an annual music festival in Iowa. In one state 16,000 persons participated in a music appreciation course. In many states, representative rural drama groups are selected to play at the annual Farmers' Week held at the state college of agriculture. One state alone lends over 4,000 plays to local groups each year.

To compensate for the lack of rural library service, some states have a reading program, using the state college radio station. A few states have a

mail-request system by means of which they lend books to persons in communities without library service. One state lends over 30,000 volumes a year by this system.

### *Effect of the War*

During World War II, the Extension Service was given a wide variety of additional tasks. Claims for agricultural deferment were investigated. Complicated governmental directives and regulations had to be explained to the farmers. It was found, in dealing with these directives, that the best results were obtained by using educational methods, explaining the what, how, and why of any given policy.

The entire war emergency farm labor program was also turned over to Extension. The resulting five million and more placements a year ranged from recruiting villagers for farm work in their own communities to importing workers into the United States from the West Indies and Mexico, Nova Scotia and Newfoundland.

This war work was greatly facilitated by an expansion of the use of local, volunteer leaders on a neighborhood basis. Employing rural sociological techniques, the United States was divided into some 250,000 neighborhoods, with a man and woman leader in each. Thus policies were quickly carried by word of mouth to "the last house down the road." The use and efficiency of this plan varied by states but, all told, about 80 programs, such as scrap collections, Red Cross drives, and surveys of farm labor requirements, were handled in this way. Moreover, through the volunteer leaders, neighborhoods reported their needs and problems to county officials and, when necessary, to state and even to federal offices.

### *Methods*

The Extension Service uses a number of methods. A central feature of its educational work is demonstration. It goes into actual houses and onto farms and puts its teachings to the test. The result is millions of changed farm and home practices a year, which in the aggregate amount to social changes. Much of the "curriculum" therefore comes from the needs and problems of the participants in the program. In addition to demonstration, all the familiar methods of adult education are employed but, because of its size and scope, the Extension Service program offers unusual opportunities for effective coordination of various approaches, such as using the radio and the printed word in combination with the field project. Large use is made of visual education.

In its Division of Field Studies and Training, the federal office of the Extension Service has a section which, upon request, applies readability

tests to manuscripts submitted by the states. This section employs techniques such as those developed in the Readability Laboratory, at Teachers College, Columbia University.<sup>1</sup> The Extension Service has thus analyzed some 300 proposed state publications, and a number of readability workshops have been held. The total number of bulletins, leaflets, and circulars which farmers and their families request from the State College Extension Services each year approaches thirty millions.

Here then, for more than a third of a century, has been a federally aided adult educational enterprise which is free of federal dictation and control; is democratically administered within the states; and is, in the aggregate, of vast social significance. Comparable enterprises have been set up in a number of foreign countries.

Large as is the contribution of the Extension Service, it should be stated that schools, libraries, churches, and many other agencies also provide adult educational opportunities in rural areas. The rural programs are as broad in their scope as the urban, though by no means proportionately as numerous. Many rural high schools offer courses in agriculture and home economics for adults and out-of-school youth, and the enrollments in these courses total several hundred thousands. Trend studies of certain village-centered communities, which were conducted in 1924 and repeated in 1930 and 1936, indicated steady expansion in non-vocational adult education offerings through the schools, and also a considerable though scattered development of educational opportunities offered by women's clubs and other agencies. About one third of our nearly 3,100 counties, including those in districts which each comprise several counties, have organized rural library service, with local depositories in schools, stores, churches, and homes, serviced by "bookmobiles." Some of this work was curtailed during World War II, but early in the postwar period reports received from various areas indicated that the movement was again on the up grade.

The farm organizations have long had an interest in this field. Every Grange has an educational officer who retains the original title of lecturer. Some state units of the Farm Bureau, notably in Ohio, have quite ambitious programs. The Farmers Union also places great emphasis on adult education through organized departments in their national body and its various regions.

<sup>1</sup> The Readability Laboratory was directed by Lyman Bryson and was supported by a grant made by the Carnegie Corporation, upon recommendation of the American Association for Adult Education.

# INTERCULTURAL EDUCATION

By Ruth Kotinsky  
*Bureau for Intercultural Education*

*Editor's Note:* For notes on the programs of various representative agencies in this field, see p. 372 ff.

Grateful acknowledgments for the use of quotations in the following article are made to: The American Council on Race Relations (*Report*); The Bureau for Intercultural Education (H. H. Giles' *Agencies in the Field of Intercultural Education*); Harper and Brothers (Goodwin Watson's *Action for Unity*); and Henry Holt and Company (John Dewey's *Human Nature and Conduct*).

## *What Is Intercultural Education?*

Intercultural education is a relatively new phenomenon; not very many years ago it existed only in incipient form. What is it, then, and what accounts for its rapid growth in support, recognition, and implementation?

This branch of educational endeavor looks in particular to the development of better human relations; of attitudes of understanding and respect among groups and individuals of different backgrounds, whether racial, religious, nationality, or socio-economic. The reasons for the emergence of such an educational emphasis during this period in history are clear enough. Literature in the field makes repeated reference to the dictates of democracy and ethics. But the very reiteration of the demands of moral principles, in relation to both the individual and the body politic, gives testimony to the strains to which they have been subjected by events at home and abroad in recent years.

Here, then, on the one hand, was a mounting threat abroad in the land, irrational hate among persons and groups—a problem which, it would appear, is ultimately soluble by educational means alone. And, on the other hand, educational agencies were, at the beginning, and many continue to be, relatively unaware of the problem, and almost entirely unequipped to deal with it. Giving wholesome tone to man's feelings for his fellow man was, when seriously considered, a challenge new to education. All in all, there was not only room but also crying need for highly specialized effort—to awaken educational agencies to their responsibilities in regard to human relations; to study the factors bearing on the development of good and bad attitudes toward persons; and to devise educational means to assure that good, rather than ill, should widely prevail.

### *Agencies*

The number and kinds of agencies carrying on some kind of work in this area are many, and, interestingly enough, the efforts of most of them are addressed primarily to adults. Adults are strategically involved even when the work is addressed primarily to children and young people. The Bureau for Intercultural Education and the project on Intergroup Education in Cooperating Schools, for example, seek to make children's school experience conducive to the development of healthy human-relations attitudes. But the influence of adults in the emotional development of children is recognized as crucial: the education of teachers and school administrators, parents and community agencies is integral to any program of this kind. On occasion, committees of administrators, teachers, and citizens, at work on formulating and stimulating a program for a city's school system, have been instrumental in initiating citizens' committees to work on the problem in the adult community at large.

Community organization to study and act on local problems of intergroup conflict is a conspicuous phenomenon of this movement. Some of this organization is governmental and official; a far larger portion is sponsored by voluntary agencies, such as the American Council on Race Relations, the Commission on Community Interrelations, and the National Community Relations Advisory Council. According to William Y. Bell, Jr., "During the past four years, municipal race relations committees, officially authorized by mayors or city councils, have been established in some 40 cities. Nineteen are still active, the others having ceased to function as local fears of racial conflict decreased. In 14 cities, the inadequacy of solely voluntary efforts has been recognized by the provision of finances and paid personnel. Municipal funds supply the budget for nine such committees, while five rely on private contributions. Council ordinances in four cities have established the committees as definite departments of government.

"Initially established to avert racial conflicts, the committees have gradually developed a more positive emphasis on improving intergroup relations and minority welfare."

Despite difficulties of various kinds, ". . . municipal committees have been active in law enforcement and civil rights, education, employment, housing, recreation, health and welfare. They have functioned most effectively where intergroup conflict was either imminent or had already materialized. Although some gains have been registered on employment and housing problems, continuing high employment levels in most cities have obviated for action [*sic*] in this area, and the committees face over-all difficulties in housing. They have had some success in stimulating intercultural education and

in-service training for teachers and policemen, and in direct negotiations with public officials to correct discrimination in public education, recreation, health and welfare. The committees have contributed to the education of public officials, served as liaisons between community agencies and city departments, and cooperated successfully with private organizations for minority welfare. They have provided a resource for city departments desiring help on racial problems."<sup>1</sup>

"Stimulating intercultural education and in-service training for teachers and policemen" speak for themselves as enterprises in adult education. Whether or not the other kinds of activities enumerated fall under the same head depends upon how one defines the term "adult education." For those who would confine its meaning to schooling at the adult level, activity in "law enforcement and civil rights, . . . employment, housing, recreation, health and welfare" probably lie outside the strictly delimited area. For those who, on the other hand, conceive of adult education as concerned primarily with adults' learning to deal effectively with the crucial problems of their life and times, whether this learning takes place in a classroom with books and a teacher or on the firing line of social endeavor, all these variegated activities will appear as the very stuff of vital adult education at the community level.

The same holds in general for all the voluntary agencies, engaged in an even wider range of activities, in communities throughout the nation. These organizations are many, and have been variously classified. Goodwin Watson enumerates these categories beyond official organizations: organizations representing ethnic minorities; more inclusive organizations; coordinating agencies; united fronts; research agencies; and others, like the public schools and agencies working with them, not primarily concerned with intergroup relations but making important contributions.<sup>2</sup>

Another very useful classification is supplied by H. H. Giles in a discussion of agencies of intercultural education: ". . . 120 are national in scope and membership, 35 are state and regional, and about 175 are local. Of the national organizations, seven are independent bodies, like the American Council on Race Relations, dealing exclusively with the problem of intercultural relations. By 'independent bodies' I mean only that they are not organized or controlled by any church, political, educational, or labor group. Twenty-six are social action groups, like the American Civil Liberties Union, designed to protect civil liberties, to influence legislation, or to achieve other social purposes. All groups of this sort which have been listed have made

<sup>1</sup> Bell, William Y., Jr. "Municipal Race Relations Committees." *Bulletin of the American Council on Race Relations* I. No. 12, p. 9. (March, 1947)

<sup>2</sup> Watson, Goodwin. *Action for Unity*. New York, Harper and Brothers, 1947.

the abolition of discrimination a prominent part of their program. Fifteen are labor groups, representing a vast number of local union committees which are working on this problem in all parts of the country. Thirty-one organizations, such as the National Conference of Christians and Jews, are connected with religious groups, and thirteen with educational organizations or services. Seven are youth organizations which have done outstanding work in this field, and probably more will be added. Five are philanthropic foundations. Five deal with the problems of immigrants and refugees. Seven are concerned with our relations with the Far East, or with the problems of citizens of Oriental ancestry, and six with American Indians and Spanish Americans."<sup>3</sup>

Among the enormous variety of undertakings of these many kinds of agencies, Goodwin Watson identifies the following seven major Patterns of Action: (1) exhortation; (2) education; (3) participation ("getting acquainted . . . working together on common problems . . . living together as friends and neighbors"); (4) revelation (disturbing the complacency of those who are unaware of intergroup problems by "disclosure . . . of what was previously not known to them"); (5) negotiation (smoothing over threatening conflicts by personal diplomacy); (6) contention (aggressive action in "defending differences . . . equalizing opportunity . . . removing segregation . . . fighting political anti-Semitism"); and (7) prevention ("predicting areas of potential conflict . . . introducing prophylactic measures . . . training public officials . . . self-discipline [among minority groups] . . . removing general sources of frustration").<sup>4</sup>

Here again, only exhortation, negotiation, and contention would perhaps fall outside the limits of adult education broadly conceived. All the other headings suggest experiences through which adults have opportunity to gain new insights into a problem, to reconstruct their thinking and feeling about it, to learn to behave in new and more intelligent, appropriate ways with reference to it.

Under the subhead of "Adult Education," Goodwin Watson notes specifically the Public Affairs pamphlets; "a flood of books and articles in magazines and newspapers"; the effort of the Detroit Public Library to spread the use of educational materials after the Detroit riots of 1944; the inclusion of courses on race relations in the curricula of some strong adult education programs; and the widely-used news service of the National Conference of Christians and Jews, which emphasizes the achievements of minority groups and instances of special cooperation. But this subsection is immediately followed by another, headed "Film and Radio," two media widely recog-

<sup>3</sup> Giles, H. H. *Agencies in the Field of Intercultural Education*. New York, Bureau for Intercultural Education, 1945.

<sup>4</sup> Watson, Goodwin *op. cit.*



nized as instruments of adult education, and shortly thereafter follows a subsection on "Unions" and what they are contributing to the reduction of intergroup hostility! Thus adult education, in many of its accepted forms, is widely pervasive in the movement to reduce intergroup antagonisms and build always more democratic human relations—even though the words "adult education" are never used in connection with this movement.

### *Knowledge, Action, and Attitudes*

The difficulty of distinguishing those adult activities in this area that are educational in nature from those that are not parallels a recurrent question in the intercultural education field itself: will political and legal action provide the way out, or is the problem to be solved by education? The indispensability of education, no matter what the role of political action, is widely accepted. John Dewey is quoted as follows: "A social revolution may effect abrupt and deep alterations in external customs, in legal and political institutions. But the habits that are behind these institutions . . . are not so easily modified. Ways of belief, of expectation, of judgment, and attendant emotional dispositions of like and dislike, are not easily modified after they have taken shape."<sup>5</sup>

By this way of thinking, all those activities designed to modify "ways of belief, of expectation, of judgment, and attendant emotional dispositions of like and dislike" in the direction of democracy may be properly named educational in nature, and essential to desirable social change.

But here another question arises: what is the role of information in a program of this sort, and in how far is the remoulding of the emotions crucially involved? On these points Goodwin Watson makes this summary statement: "It is the present judgment of community leaders that activities designed to replace ignorance by trustworthy knowledge are an important aid in improving inter-group relations. In so far as educational programs are (1) unusually long and thorough and (2) able to reach people who do not ordinarily attend lectures or read serious books, they are especially commendable. Programs of education that are geared directly into action agencies seem particularly promising. A labor union study group is not merely a study group—it is an instrument intended for collective action. It is true that occasional examples can be found of a group assembled merely as a class or forum which did get so stirred that it turned into an action group. But those instances are rare. It would be much more promising to insert appropriate educational materials into the programs of groups which have a function other than study. To educate policemen about some aspects of their job; to give teachers facts to influence the way they work; to help bus

<sup>5</sup>Dewey, John. *Human Nature and Conduct*. New York, Henry Holt & Co., 1922. p. 108.

drivers handle the routine conflicts of their job; to give real estate and housing officials facts on the success of programs that do not discriminate—these are the educational endeavors that seem to promise the best results. Information is brought in, not for its own sake, but as a guide for on-going action.

"The whole question of the relation of knowledge to action deserves more intensive study. Why is it that new information can be accepted by some people but not by others? Why do some people act against the implications of their knowledge? This brings us directly to the problem of emotional re-education."<sup>6</sup>

And, on this last score, Watson says, among other things: "Psychiatrists, psychologists, psychiatric social workers, visiting teachers, and others prepared to use the principles of mental hygiene and personality adjustment are aware that race prejudice is closely related to the emotional needs of the individual. Prejudice serves different purposes in different personalities. For some it provides compensation, making up for severe inferiority feelings. Others find in expressions of prejudice something that helps them to identify themselves with people they admire or envy. Still others, with a strong sense of resentment because of their own frustrations, find in a minority a target on which they can release their rancor without suffering too much social disapproval.

"As Dr. Fritz Redl has pointed out (in a seminar organized by the Bureau for Intercultural Education), it is important to know what purpose a prejudice serves in the emotional economy of the individual. It is not only a question of where or how the child acquires prejudice—it is a question of *why* he feels the need to keep and to use it. He will not release the false belief so long as it is emotionally valuable. When the personality needs have been met, the prejudice can then be dropped because it is no longer indispensable."<sup>7</sup> And the same indubitably holds for adults as well.

### *The Crucial Question*

Thus intercultural education poses crucially to all education, whether of children or adults, a question too long held in the background, perhaps because so difficult to answer: what goes into the making, or remaking, of a man—not just in what he knows, or in the skills he can perform, but in the ways he feels and acts in his relations with his fellow-beings? This is the problem, basically, that intercultural education has set itself to solve. Once solved, education at all levels and of all kinds will find itself by so much more effective in achieving its ultimate goals of maintaining and enhancing democracy in all the walks and relationships of life.

<sup>6</sup> Watson, Goodwin *op. cit.* p. 45.

<sup>7</sup> Watson, Goodwin *op. cit.* pp. 52-53.

# THE COMMUNITY COUNCIL MOVEMENT IN NEW YORK STATE

By John W. Herring  
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## *What the Community Council Movement Is*

The New York State community council movement, or better, the New York "community" movement is made up of several quite different developments assisted by a state association. About one hundred communities are known to have shaped up some form of community council organization, ranging from elaborate organizations to modest village committees. In making this count of communities, the criterion was: "Is there a fairly representative community organization broadly concerned with community development?" Specialized urban agencies for physical planning, social welfare, recreation, and so on are not included in the list.

The Bureau of Adult Education of the New York State Adult Education Department, viewing community action as not properly separable from community education, is deeply interested in the community movement. Although the work of the Bureau may be said to begin with the evening school and the special task of preparing foreign-born residents for naturalization, more and more emphasis has been placed on broad community education and development. The Bureau has consistently rendered assistance to community councils and the community movement in the State.

Some crystallization of the ideas and purposes of the community movement was achieved as far back as 1938 through the organization of a rather informal state citizens' group called the Conference on Democratic Processes. As an outgrowth of this Conference, a Section on Citizen Unity was formed under the New York State War Council in 1941, with the intent to build community wartime programs of education on the ideals of the war and the aims and problems of the peace. The cultivation of intergroup unity was given special emphasis. The Citizen Unity program proved to be an upstream effort. Seemingly, it was not very successful, yet shortly after the Section was disbanded in the spring of 1943 representatives of 50 communities met at Skaneateles and organized a voluntary body, the New York State Citizen's Council for a Durable Peace, to carry on. This body—with the cooperation of the State Departments of Agriculture, Education, Commerce, Conservation, Health, Labor and Welfare, the Division of Housing, the State Youth Com-

when interest in community cooperation was at a wartime high. Announcement of the proposed Syracuse-Onondaga plan resulted in active participation of some 8,000 citizens who contributed ideas. An impressive budget of cash and services was contributed by city and county, industries and a number of agencies. The plan was written, cross-examined by a very large number of citizens' groups, and adopted in principle by the city and county fathers. Then a continuing council was formed to carry it out. After that, the period of the long pull began.

The original picture took in parks, transportation, and other physical matters, and economic well-being. The prospectus was later broadened to take in education, arts, and social welfare. One of the five principal subdivisions of the continuing body is the "Educational Cultural Council," a representative body committed to community-wide advancement of the arts and a wide program of educational offerings. In setting up this program, one of the principal barriers, not yet hurdled, has been that of personnel.

The potentialities in the Syracuse-Onondaga picture are immense. But it is still dangerous to risk predictions.

*Richfield Springs.* Historically famous as a spa, Richfield Springs, a village of 1,200 regular residents, saw disaster ahead in 1942. The spa business had disappeared, and half the population drove 20 miles to the war industries of Ilion. With the end of the war they foresaw half their homes standing vacant and the young blood moving away. Moreover, while public officials and legislators trod gingerly when "issues of the war and the peace" were mentioned, it seemed to Richfield people that these issues belonged to them.

Our story starts, in part, with a supper forum on "War Goals," held on a January night, during a first-class Cherry Valley blizzard. Forty-five Richfieldians attended the meeting, and the net result of their deliberations was the conclusion that Richfield Springs (multiplied) "can write the peace." This meeting added fuel to an earlier plan for a young adults' council. The Richfield Springs Council became a fact and a power. It staged forums on local and global affairs. It fostered a wide range of community activities. The Central School became, more and more, a community center. Finally, the young people said to the older people, "Why worry about the Springs and unemployment? Let's plan our future." Jointly, the older and younger groups acted to form a planning council. Richfield Springs now boasts three small new industries and is trying to cope with a housing problem.

The Richfield Springs experience points several morals: First, use your young people. Second, use your central school—building and personnel—for community purposes. Third, don't make the fatal error of underestimating the power of small communities; they have brain power, leadership, teamwork, vision. But the principal moral is—*community teamwork*.

To the above illustrations could be added many others, some of them unhappily of the flash-in-the-pan type. Mention must be made also of the largish group of community councils which thus far have not moved beyond a very limited vision of what the community can be and do—a vision defined by tree-planting or a few recreational projects. But the mistake would be to underestimate the potency of the idea that moves behind these projects. The important thing is that the sense of community and, with it, the sense of power and of the need for social vision are on the grow. The current is setting against the centrifugal era. Communities are putting themselves together again.

### *Philosophy and Practical Problems*

It is easier to pick out the practical problems than it is to isolate the problems of philosophy and of dynamics in the community movement. We note some of each as New York sees them.

On the side of philosophy and dynamics, the principal, though not the consistent or unanimous, contention is that no community council in this era will survive or grow unless it takes serious account of the high importance of public discussion. And with this faith in the power of discussion goes the conviction that public discussion must embrace not only local but also national and world affairs. As an interesting bit of evolution, the State Citizens' Council for a Durable Peace became in time the State Citizens' Council, with a growing emphasis on *community* and *planning*. But—and this is felt to be crucial—just as the Council was moved to stress *One Community*, so—inversely—it must redouble its interest in *One World*.

On the practical side, the prevalent problems are the tough ones of organization, trained personnel, and finance. Each year the conviction grows that community councils need skilled, paid personnel. Only a few councils have such personnel. But the "cult of the volunteer" wanes as a community moves, or tries to move, into larger fields. Who shall pay the bill? There is no instance where private gifts have provided the answer. In no case, has a community chest done so. The answer so far has been the Board of Education or the municipality itself. Reliance on these sources for funds means the formation of official ties, direct or indirect. And this raises certain questions: Do we dare use government in this field? How? And how far?

Again, it has become clear that the community movement must make use of state, and perhaps federal, "fathering" or "nursing" agencies. What shall these agencies be? Public schools? Land-grant colleges? Or some new device? The idea is half formed in New York State that there ought to be a State Division of Community Service through which all types of aid and information could be channeled to the community. This idea has been

nourished by the growth of cooperation between the New York State Citizens Council and ten of the New York State Departments, which have acted informally to form an interdepartmental committee.

The original idea was that the whole development should be channeled through the public school system. Perhaps that would be best, but doubts have arisen in many minds. To what extent is the schoolman, by training and situation, an all-community man?

Finally, the problem of training: What do we mean by a trained "community man?" Do we mean an educator, a community-chest executive, or something quite different from either? New York State is acting on the belief that new training processes must be found. An annual two-weeks Institute of Community Leadership was formed in 1945. A six-weeks course was added in 1946.

In content, the program of the Institute is a hybrid. It includes community planning; community organization; intercultural measures; content and method in public discussion; the use of radio, press, and films. The program is a hybrid in method, too; the forum, the workshop, round table, panel, class group, and general conference—all are used. There are about one hundred Institute members, and one hundred consultants. Perhaps a tribe of teachers will arise who know the all-round community council in operation. In New York State, we have not yet found them, so we put our trust in the composite offerings of a wide variety of people, under skilled chairmanship.

Shared by many in New York is this thought: the American community, by and large, lacks the community organization, the community institution—what you will—to unite the citizens in common effort to solve our problems, in team play to attain the finest gains. Democracy needs, and needs desperately, new social pioneering, new social inventions to repair this lack. The community council, the community movement is a part of this pioneering. Its importance is inestimable.

# THE MONTANA STUDY

By Baker Brownell

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## *Nature and Aim of the Study*

The Montana Study was organized as a project in the humanities, under the sponsorship of the University of Montana. The Chancellor of the University; the Director of the Division of Humanities of the Foundation which initially financed the project; and the present writer, as Director of The Montana Study, worked out a tentative plan for a study of ways to improve the quality of living in the state of Montana. We understood this to involve educational and other projects by which the living context of people's lives in this rural state might be enriched, and greater security and stability be given to their culture. We believed that results which might be forthcoming in this rural area would presumably have value in other rural areas in the country.

As the work got under way in 1944, it became evident that progress in the field of the humanities would be intimately tied up with other interests, economic, social, educational. We saw that the problem of improving people's lives could not be adequately attacked solely from the point of view of what are conventionally called the humanities. For the humanities, whatever the exact meaning of the term, are closely interrelated in living practice with other functional activities of life. We realized too, that, so far as the project was educational, it would include work in adult education. We needed to reach all the people, adults and young alike.

At the heart of the cultural impoverishment of rural Montana, and of many other rural regions, lies the decline of the small community. The direct causes and the influences that have brought about this situation are many and complex, but there is little doubt as to the essential fact of the cultural and functional decline of rural communities in relation to larger centers. Thus the main objective of the plan came to be a community-centered project, devoted to the stabilization and enrichment of small communities in Montana. Underlying this objective was the basic belief that in such communities, and in the interaction of human beings who live in them, arise the primary cultural values, the richer contexts of life, the fundamental human loyalties and stabilities. That human beings shall be able to associate with one another not as functional fragments, after the manner of urban life, but as whole human beings, is essential to any such community. Hence in this community-centered project lay, we felt, the central value of our plan.

*The Staff and the Initial Plan of Work*

The work was begun with a small staff composed of the director and two associates. We also had help from a large group of volunteers, who included members of the six faculties of the units of the higher educational system in Montana; members of the U. S. Forest Service, the Agricultural Extension Service, the Irrigation Service, and the Bonneville Power Administration Service; ministers of the Protestant churches, and members of the Catholic hierarchy in Montana; officials of various small towns; members of the State Teachers Association and of the Superintendents Association; newspaper men; officials of the Farmers Union; and many others.

To establish community study groups as pilot projects was the main job. Eight of these groups were organized in the first year. In general, they were informal study groups of 25 to 40 members. The groups were carefully made up to be representative of all types of people in their communities, which ranged in population from 300 to 5,000. For ten weeks or longer, the members of each group met weekly to analyze their own community, to study its problems, and usually to make recommendations as to community needs. It was a particularly important part of the plan that these group meetings should be nonacademic in character and handling. No papers, except factual memoranda were read; no speeches were made. Group members discussed questions informally, usually under the leadership of one of the members of The Montana Study staff, but sometimes under a discussion leader chosen for the day from their own group. The groups were self-governing organizations, each electing its own permanent chairman and secretary and handling its other affairs. Rough notes were taken of each meeting, with names of participants. These notes were later assembled and mimeographed in the office of the Study staff and sent to the members of the group concerned.

A study-group guide was written by the staff of The Montana Study, and copies were given to permanent members of the study groups. The guide was called *Life in Montana as Seen in Lone Pine, A Small Community*; and was divided into ten sections with the following subtitles: 1. Why We Are Here. 2. Our Town and Its People. 3. Our Town and Our Work. 4. Our Town and Our State. 5. Montana, A Place to Live. 6. Montana and Our Nation. 7. The Future of Montana. 8. The Future of Our Town in Relation to Its People. 9. How to Make Life Better in Our Town. 10. What We Have Accomplished. Each section contained relevant factual data; some important questions in regard to the topic treated; and four or five specific research questions for committees in the group to work out for report later.

In the second week of the first series of discussion meetings the following question—one of several—was given out for report later:



**QUESTION:** About how many families are there in our community? Make the best estimate possible. (The committee assigned last week to discuss this question should report here.) About how many families have been in our community ten years or more? About how many families now here have been started in this community? How does our community compare in these respects with other communities in the state?

The primary purpose, and to a large extent the effect, of the study groups of Series I was to acquaint a characteristic group in each community with essential information about their own community. Secondly, each study group brought together diverse members of the community to talk over common problems and in this way form a community nucleus of opinion and information. In a number of instances, this nucleus later became the animating center of significant community action. The response to the initial study groups was remarkable. Attendance was excellent. There is no doubt that the small communities in general have intelligent and interested members, capable of accomplishing a great deal towards community betterment. When they are given the cues, are assisted in making contact with resource-material and personnel, and are encouraged to go ahead, their progress usually is assured. This progress, however, depends on some sort of continued contact, even though casual, between the community and members of the project staff.

### *Follow-up Projects*

When the first series of study groups was completed, most of the communities desired to continue the work in some form. This desire led them to initiate and carry out various supplementary and follow-up projects. It led in one community, Conrad, to the formation of the Conrad Educational and Recreational Association, which, as an action group, initiated a \$200,000 bond issue that was voted by the town for an intensive program of recreational activities and facilities. Recreational programs were organized in several other communities, too. In still others, standing committees studied the possibilities of small businesses primarily for local markets. Such a study in one town resulted in at least three new businesses—a planing mill, a plumbing and well-drilling business, and a lumber yard. Other towns developed various other new businesses, such as an automobile and farm-machinery repair shop and a pole-treating plant. In one community, a small library was founded, the necessary funds for it being raised by basketball games and teas. Library service, health service, and similar special projects were promoted in a number of towns.

The folk arts or participative arts were promoted by several groups, and methods were worked out whereby further development in these fields might take place. In four communities, extensive programs of community dramas or pageant dramas were started. These dramas were written by committees in the community and were produced, played, and financed by the communities themselves. Without exception, they were hugely successful and will probably be continued from year to year by the communities. The dramas were essentially folk dramas about the community life, its history and its problems. In one community, Darby, a little town in a cut-over forest region, conservation was the theme of the drama. In another community, Stevensville, the site of the first mission in Montana, a historical pageant-drama was written largely around the coming of the "Black Robes," or priests, and the later expulsion of the Flathead Indians. Descendants of those Indians were brought down from the Flathead Reservation to take part in the drama of their grandfathers. The story of the first mass held in Montana was supervised and coached by the local Catholic priest, with a young Methodist farmer acting the part of the famous Jesuit missionary to the Indians, Father De Smet.

Experimental projects such as these gave opportunity for community expression and cooperation. They helped to provide greatly needed recreational facilities. They were instrumental in bringing about economic surveys and studies of the community, and in many cases led to improvement of economic conditions. One study group, for example, spent an entire winter on the problem of land-use in its community.

Underlying all this work is the principle that the people of the communities shall plan, finance, and execute their own projects and shall direct their own study groups. The Montana Study staff was able to place at the service of the groups resource-men, special coaches, discussion leaders, and other helpers. Although the staff found it necessary also to maintain at least some continuing contact with the various study groups and projects, and to provide them with mimeographing services, some books, and other facilities, there was otherwise no interference with the autonomy of the groups. In no instance, did the staff enter a community for work before it was invited to do so by a representative group in the community.

In addition to the field work in community stabilization and enrichment, a good deal of peripheral work was done by The Montana Study. Numerous articles were published in professional journals and elsewhere. Reprints of these articles, as well as interviews, news stories, and incidental publicity, served to acquaint people with the project. Addresses and conferences, amounting to a total of hundreds, and scheduled in every section of the state, were included in the programs of the staff members. These talks and con-

ferences were devoted to the philosophy of the small community and the kind of operations necessary to preserve community life and thinking. Nationally known lecturers, who were brought in, reached the larger towns with discussions of problems of family life and the preservation and improvement of the small community. A state anthology of 527 pages, entitled *Montana Margins*, was collected and edited by one member of the staff, and published with success by the Yale Press. It became an auxiliary text in many Montana schools.

### *Leaders*

Probably the greatest difficulty encountered in the entire project was that of finding and developing local community leaders. In this whole field of community betterment, there is no more important educational problem than the development of leaders, young people or adults, who, after receiving some specialized training, will return to their communities and remain there permanently to supply the badly needed initiative and leadership. The Montana Study's plan for the solution of this problem included a series of short week-end courses for community leaders to be held from time to time at the six units of higher education in the state, bringing together small groups of prospective community leaders, invited in as guests for a few days or for several week-ends, and coached intensively by members of The Montana Study staff and others. This plan involved the training and indoctrinating of a sufficient number of faculty members in each of the institutions to ensure their understanding help with the project. This is not easy. Faculty members are likely to be overburdened with their academic work and can not give time and attention to outside matters. Moreover, they often have a professional attitude that is not in sympathy with the interests and point of view of the small community.

These are some of the obstacles to the smooth working of The Montana Study plan of leadership training. Such obstacles can with persistence be overcome. Success in community work and in preserving the life and philosophy of the small community will depend upon finding ways to develop local leaders. The work in Montana was planned to lay especial emphasis on the community study groups and community leadership training.

## SPECIAL PROJECTS IN ADULT EDUCATION

### *An Experiment in Community Development*

By Jean and Jess Ogden

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*Editor's Note:* The following article is made up of passages selected from reports written by the authors and used here with their permission and that of George B. Zehmer, the Director of the Extension Division, University of Virginia.

#### *Purpose and Philosophy*

In January, 1941, the Extension Division of the University of Virginia began actual work on an experimental and exploratory program called *Special Projects in Adult Education*. This beginning was the culmination in Virginia of several years of thinking and planning that had been directed toward the economic, social, and cultural advancement of the Southern region.

Reduced to its simplest terms, the purpose of the Virginia program was to find ways of helping communities to help themselves through the efforts of their own citizens.

The range of the program included all phases of living—social, economic, and cultural. To find ways to stimulate communities to raise their standards in any or all of these areas and then to help them to implement their programs, drawing on whatever resources—local, state or federal—were available, was the assignment of the staff of the Extension Division and of the Special Projects in Adult Education.

The philosophy on which the program was based was an honest belief in the democratic way of life. Democracy, it was assumed, *exists* where everyone has the *opportunity for choice*. If it is to do more than exist, everyone *must desire to use his opportunity for choice*. Assuming that our constitutional government gives us the framework which makes possible the realization of such a goal, the general aim of the program was to help individuals and communities learn to choose their ways of living and, having made the choice, to achieve the desired results.

#### *Approach and Method*

Approach and method were implicit in the philosophy and purpose. Individuals—and communities—become adept at self-development through hav-

ing opportunity to practice it. *Doing for* has no more place in such a program than *planning for* those whose lives are affected. *They must plan and do for themselves.* The job of the adult educator, in such a situation, becomes one of giving the persons involved mastery of the tools of social progress and helping them to plan opportunities to use these tools.

Such a program is the direct antithesis of that of the social engineer with a blueprint. It allows the blueprint for each community to evolve in the process of working with the citizens. The persons guiding the process could, perhaps, have made a prettier blueprint in the beginning than the one which evolved. They would, however, have had to depend on something other than democratic processes to make it reality.

This does not mean that guiding the evolving community can be trusted to persons incapable of blueprinting "the good community." These persons must have their own blueprint, based on the very best that the scientists and the social scientists have to offer. But they should not be mastered by it. They must make it serve them and those with whom they plan and work. Only thus can be retained the flexibility that is the foundation and the safeguard of democracy.

The specific objective of the Special Projects staff was *to discover ways*: first, to arouse interest, or disturb inertia, or create a divine discontent; second, to broaden horizons in social thinking with reference to the potentialities of community life; and third, to achieve community goals *considered desirable by those whose lives were to be affected*, through the combined thinking and effort of those same persons.

Though tangible results were to be sought as evidence of the soundness of a special approach or method, *the primary concern was with method rather than with results.* For the sake of this experiment, results were to be the by-products; validated generalizations about procedures were the main objective.

Two approaches were agreed upon in the search for techniques to help communities to help themselves—exploration of what was being done and experimentation in what might be done. Both were of great value during the so-called experimental period, and each must continue to supplement the other as long as a program of community service is offered to citizens' groups and public agencies.

### *Looking at Others*

In exploring programs, it was discovered that there was in existence much printed material dealing with many aspects of community life. Some of it was ready for use; much of it had to be adapted to the needs of special groups. Even when the material collected was good for general use, we found that

making it available was not enough. A need had to be stimulated through work with study groups or committees before the available materials could be channeled into community programs.

The same was true of research materials that needed to be translated into popular or simplified form. Translation alone still left a gap to be filled. Direct contact must be made with the ultimate consumer. He must be made aware not only that such material was ready for him but also that he had need of it in relation to some activity that was important to him.

Materials became most useful when the translation or adaptation was truly the result of a two-way process—that is, when the staff tried to meet a felt need in a community or organization, when the group found that existing materials did not meet the need, and when the two—Extension Division and consumer—joined forces, drawing on research agencies in the field, to produce just what was needed. In a very real sense the staff served as middlemen between research reports or agencies and the citizens who must make the application in the community.

Exploration also uncovered many excellent approaches to better communities that had not been reported anywhere, and a few that had not even been recognized as having value beyond the immediate situation they had been set up to serve.

A series of success stories about these programs has been published and distributed by the Extension Division in its *New Dominion Series*. Each story describes a successful community program, with emphasis always on *how* and *by whom* rather than on *what*. The stories have been written for the ordinary citizen, though professional workers, teachers, and students have not been excluded from the mailing list. This series has been mailed eighteen times a year to upward of 4,000 persons in all walks of life, in the hope of inspiring some communities to action and of helping others implement the programs already under way.

The exploratory, or "looking at others," part of the program was undertaken for the education of ourselves and of the experimental groups we were working with. It has contributed generously to that. It has, to our surprise, afforded opportunity for us and our groups to contribute to others. In many instances, a kind of continuous interchange has been set up. What may have been started by a note in a newspaper about a program, or by a letter of inquiry from a citizen, or by a casual conversation, has been carried forward in a visit to the community by the staff to see for themselves. They have frequently found it difficult "to see" because the persons they were visiting were so eager to know how others were approaching similar problems. Later these bonds have been strengthened by sending materials from the files, by

subsequent visits from the staff or by traveling workshops, and by participation of persons from these communities in summer workshops. This interchange, resulting as it has in the feeling of a fellowship based on common interests, is a valuable technique discovered entirely as a by-product of "looking at others." It can be consciously and more systematically applied.

### *Trying Things Ourselves*

For the experimental, or "trying things ourselves," part of the program, it was decided to select three different kinds of rural communities in Virginia, each typical of areas found throughout the Southeast.

One was a mountainous county made up largely of marginal and sub-marginal farms, typical of the Southern Appalachian area.

The second was a central Virginia piedmont county of moderate prosperity in which agriculture and timber were the chief resources and in which the small farmer rather than the tenant composed the bulk of the population.

The third was in the tidewater area. It had large farms and many tenants and extremes of wealth and poverty. It also presented the complex problems faced by rural dwellers who earn their living in a nearby industrial area.

A different approach was made in each county. Each approach was determined to a small degree by the interests of the staff; and, in large part, by the nature of the community, by the patterns of living and attitudes of the people, and by already-existing programs and leadership both lay and professional.

In the mountain county (Greene) an approach was made through getting well acquainted with the people in the various communities in an attempt to have them gain an understanding of neighborhood problems and to work out toward the development of a county-wide program. Two staff members lived in the county for several months and have continued to identify themselves with activities there. No attempt was made to set up a new agency, but every effort was made to supplement and strengthen programs already in operation.

In the piedmont county (Louisa) the method was to invite prominent citizens to meet with members of the Extension Division staff for discussion of county problems, and through a citizens' council to attempt solution of these problems. Staff members, after a number of preliminary informal visits, have gone into this county primarily to work with the council or its committees and to cooperate with other organizations when especially invited.

In the tidewater county (Nansemond) an attempt was made to encourage the development of a program in one section of the county, the Holy Neck District, under the direction of the principal of the consolidated high school.

Here the Extension Division acted in an advisory capacity and made it possible financially for the principal to devote his summers entirely to community work.

### *Extension of Experimental Program*

Partly as a result of the experience in Nansemond, and partly in response to interest expressed by school people, in the spring of 1943 a plan was made in cooperation with the State Board of Education for extending the experimental community program through the employment of selected high school principals on a twelve-month basis with the understanding that the summer months would be devoted largely to community work.

It was decided to begin the summer program with a three-week workshop in community development at the University conducted by the staff of the Special Projects assisted by a sociologist and numerous guest specialists. The seven principals selected formed the nucleus of the group. The State Department of Public Welfare selected and sent three county superintendents. An elementary school principal made the eleventh member of the workshop.

The extension staff continued to work in an advisory capacity to members of this group in their local community programs throughout the following year. In two of the counties represented, the principals who had attended the summer workshop asked that staff members come to their communities throughout the winter to conduct local workshops in order that more people might have an understanding of the possibilities and procedures in community programs. This plan worked so well that the number of requests increased more rapidly than they could be met by the limited staff.

Second and third summer workshops at the University in 1944 and 1945 included not only more counties but also, on recommendation of the first group, many interests and agencies other than school principals and welfare workers. Vocational agriculture teachers, ministers, representatives of women's clubs and service clubs, county officials, and public health workers were among those who attended.

It was necessary to add a special member to the year-round staff in 1944-45 to help conduct local workshops organized as a result of the interest of participants in the summer workshops. Thus by the end of 1945, twenty-two counties in the state had become a part of the extended experimental program of the Special Projects in Adult Education.

### *Special Techniques*

Just as it was decided to try a different approach in each community, so it was determined to try in all communities a variety of adult education "techniques." These included: (1) experiments with the printed word, such



as books specially selected for a particular group, kits of pamphlet materials, reading lists accompanied by the offer to supply the material referred to, bulletins specially prepared by local groups for local consumption, and the *New Dominion Series* already referred to; (2) use of motion pictures with groups on various levels of socialization and education; (3) study groups and workshops—in neighborhoods, on a county-wide basis, with professional workers from a district of the state, at the University Summer School, and on wheels.

### *The Geographical Area and Its Implications*

The geographical areas of both experimentation and firsthand exploration were, of necessity, restricted. The experimental program involved only Virginia communities; the exploratory included, for visit and evaluation, communities in Virginia, Maryland, North Carolina, South Carolina, Tennessee, Kentucky, Georgia, and Alabama. For the collection of materials about programs, communities throughout the United States and in other countries were drawn upon. A study of these shows certain fundamental problems and methods of attack whether the community be in Virginia or Ohio, in South India or in Southern United States. We have found much in the exploration of communities in other states and regions that has been of help in those communities in which we were especially interested. In like manner, we believe that what we have learned by experimenting in Virginia and by exploring the Southeast has more than local application and significance.

### *Conclusion*

With an extensive program in progress, we cannot *conclude*. We can only pause to clarify our thinking; to take stock of what is happening; to make sure that we are profiting from our own experience to the fullest degree; to share the results of our experience, in so far as possible, with others who are interested in the question, "How can an educational agency help communities to help themselves through the efforts of their own citizens?" One of the strengths of Special Projects has resulted from the fact that the program throughout has been a group process. In retrospect it is impossible to discover who deserves credit for initiating specific ideas or plans. Credit to the individual has never been a factor to be reckoned with. In a like manner, in work in communities and in cooperation with other agencies, credit to the Extension Division or to the University has been subordinate to getting the job done. The entire program has been a demonstration of the ability of a group to work effectively toward a goal which transcends individual—or

institutional—interests and to get results that clearly indicate that the whole is greater than the sum of its parts.

A second strength of the program lay in the conviction that the individuals and communities had a contribution to make to the educational process. They were helping the staff in the search for ways that would work as surely as the staff was helping them. Our experience has proved that this process of collaboration between adults in their communities and agencies for adult education has even greater possibilities than was realized in the beginning. But it will get results only when the collaboration is sincere, when staff members are frankly learners along with those to whom they would give guidance in the process.

Some activities, started during the first two years of the program, have continued without subsequent attention. More, however, have required a longer period of nurturing before help could be withdrawn. Education that changes communities must allow for "reaction" time of the individuals concerned, for life-long habits and attitudes must be changed in the process.

Time is also essential to that broadening of the base of participation and leadership which are important factors in assuring the continuation of the process set in motion. It was less than a year after the experimental work in communities started that our country entered the war. Undoubtedly the war-time situation resulted in more than normal shifting of persons from one community to another. Thus the mortality was high in both professional and lay leaders. This underlined the danger, merely from the standpoint of survival of a program, of placing too much dependence on a few persons in a community. From the point of view of continued vigor and vitality of a program, widespread leadership was found to be even more important. Acceptance of leadership by the individuals fitted for it by temperament and training, but unaccustomed to it as a result of status in the community, is a slow process. Acceptance of such leaders by a community accustomed to "hereditary leaders" may be even slower. Patterns and folkways of communities as well as habits of individuals must have time to change.

Just as provision must be made for widespread leadership, so must it be made for widespread participation of the many agencies and interest groups to be found in any community. Participation in planning is just as essential for representatives of these groups as for lay citizens, but, on the other hand, the planning is not their prerogative. Unwillingness of some agencies, institutions, or individuals to accept their place as only one of many participants is a stumbling block in the development of many communities.

In considering the three types of approaches to stimulating community programs in the three experimental counties, it is not possible to say that any one of them is *best*. However, one thing seems clear: whatever the approach,

there must, at some place in the program, be provision for careful stock taking and planning in relation to resources as well as needs, and for a program of action which grows out of careful study of the situation.

Local workshops, in which the best techniques emerging from the experimental program have been applied, have been found an excellent means of analyzing resources in relation to needs and for planning a program of action on the basis of study. In such a situation, survey and planning go on simultaneously. Organization and action are directly related to both. This affords opportunity to combine the best aspects of surveys, planning, community councils, and action programs or "projects." Some such combination of all into an integrated whole is essential to well-rounded community development. So long as workshop procedure and organization can be kept flexible and leaders are sensitive to community differences, it is a good approach—perhaps the best. Yet we would not offer it as the only one nor as infallibly right for every community. It may be considered as a technique which combines many techniques. Like its component parts, whether it works depends on why and how it is used.

As was said earlier, the primary purpose of the programs was to discover techniques. Many were tried and found to get results. But techniques alone will do very little. They are merely tools that become effective when used creatively, painstakingly, and with untiring patience by skilled craftsmen to express something which they know unerringly and feel deeply. These tools can help to build the *Good Community* and make the democratic dream reality only as they give expression to "inherent faith in the ability of the common man to improve his conditions and environment if helped to help himself."<sup>1</sup>

<sup>1</sup>William A. Smith was the prime mover in the initiation of the Special Projects program. His was the vision that inspired the program, and it was through his efforts that the necessary funds were raised. The program's basic article of faith is quoted from "How People Can Educate Themselves to Help Themselves," an unpublished typescript (64 pages) which Mr. Smith wrote in 1940, shortly before his death.—Ed.

# ADULT EDUCATION IN WORLD AFFAIRS

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*Editor's Note:* For notes on the programs of representative agencies in this field, see p. 501 ff.

## *Special Interest Groups*

A continuous process is at work throughout thousands of communities formulating American opinion on the nation's relations to the rest of the world. The innumerable activities by means of which this is being done cannot be accurately traced or described. Studies, however, have been made of the facilities provided by sample communities for promoting understanding of world affairs. One of the most effective of these studies is contributed by the Council on Foreign Relations under the title *Community Education in Foreign Affairs*.<sup>1</sup> In this work, nineteen American cities report on the diverse ways in which they have organized themselves to direct information and opinion on world happenings into the channels of popular discussion.

An account of activities by themselves, however, conveys only casual meaning until they can be fitted into general patterns of social response. A search for such patterns is needed if we are to uncover the main channels of communication, the pipe lines through which the individual may draw enough information to exercise his judgment as member of a sovereign fellowship of citizenry.

Perhaps the most common method of spreading information up to the present has been through the medium of fragmentary interest groups. These associations of like-minded people are to be found in varying forms in every type of community. To cite some examples from the study of the Council on Foreign Relations, Salt Lake City has a branch of the American Association of University Women; an International Relations Study Group; an Inter-American Group; an International Relations Club; and a Salt Lake City Committee on Foreign Relations. Providence, Rhode Island, has a local Foreign Policy Association; an International Relations Club; the Providence Committee on Foreign Relations; and the World Affairs Council in Rhode Island. Tulsa, Oklahoma, contents itself with a Foreign Policy Association

<sup>1</sup> Dalglish, W. Harold. *Community Education in Foreign Affairs*—A Report on Activities in Nineteen American Cities. New York, Council on Foreign Relations, 1946.

group and the Tulsa Committee on Foreign Relations. Larger communities, such as San Francisco, Cleveland, Detroit, and Denver, boast formidable lists of groups specializing in the study of world affairs.

Besides these multifarious clubs centered round problems of foreign policy, there exists a weighty background of national and regional organizations that handle the discussion of foreign policy as part of their programs on public affairs. These groups include Rotary and Lions International, the League of Women Voters, and innumerable sectional business clubs and women's organizations. They all have in common the technique of group discussion and a serious interest in the formation of public policy.

This imposing network of discussion groups, never as yet fully listed or evaluated, is probably unmatched in any western democracy. In the freedom of discussion permitted and in access to information from all sources, our informal program of public education is unquestionably unique in the civilized world. With all these advantages within easy reach, it might be expected that the American people should show the highest level of interest and understanding of world affairs of any nation on earth. Such an assumption does not appear justified by the obvious facts, and it is apparent that the existing machinery of information must possess some hidden flaws.

The spread of these discussion and information groups on a geographical basis since the late nineteen-twenties or early thirties, is a remarkable achievement that could be criticized only on minor points. Obviously, the weakness of the movement does not lie in any lack of extensive coverage of the major communities. However, want of depth, a failure to find roots in the community served, may prove the weakening factor in the whole system.

It would appear, upon an objective examination of these special interest groups, that, by the very nature of their organization, they have detached themselves from community roots, assuming the almost heroic role of world observers. They meet to discuss world events as if these happenings were subject to analysis and control by reasonable members of a unified civilization. This approach, though proper and even essential to academic study, divorces the small group from the hurly-burly of practical life in an ordinary American community. Their devotion to world affairs remains separate from their life as citizens of a special place at a particular moment of time. In consequence, the majority of their fellow citizens are likely to regard the wider outlook of these students of world affairs as a private hobby irrelevant to the everyday matters on which public judgment must be passed.

This point of view tends to be unfair to the meritorious work of the special interest groups. Criticism, however, is directed solely at their efficacy as channels of communication to the popular mind. They constitute, perhaps, the embryo of a new and improved type of citizenship, born of reason and

humane morality. The rapid growth of these groups throughout the country provides a healthy stimulant against the inertia of sectional prejudice and narrow indifference. Their true influence, however, must belong to the future, for the enlightenment that raises the members of special interest groups above the community level also serves to separate them from the common tongue that must serve to form public opinion here and now.

World affairs, it must be remembered, touch the life of the busy, hard-headed citizen almost wholly in terms of local consequences; in their effect on tariffs, trade, employment, security, and moral purpose. Recognition of the link between the everyday objectives of community life and distant world entanglements requires a high degree of social imagination, a quality not easily won without training. In this respect, the contribution of the special interest group fails to strike the main target. It seeks to encompass the world with impartial knowledge rather than to draw the world into the community through practical interests.

The nature of the organization of these groups goes far to explain their detachment from community life. They are, for the most part, branches or affiliates of national or regional organizations. The parent body, whether it be Council on Foreign Relations, Carnegie Endowment for International Peace, Pan American Institute, or any other of the great information-gathering or policy-advocating bodies, supplies the inspiration and indicates the path of group activities. In consequence, the local group, instead of exploring the particular concerns of its neighborhood in relation to the outside world, assumes something of the lofty character of the parent national organization and seeks an international outlook as an end in itself.

When the special interest group is an offshoot of some definite policy-advocating body, such as one of the various associations for the furtherance of world government, the split between the group and its community is likely to be even more marked. Here the element of missionary zeal leads the interest group to preach to the community, calling upon it to place higher interests above its ordinary objects and purpose. While the community may be capable of great effort if it feels that its own essential needs are understood and involved, any attempt to influence it to subordinate its nature to an alien form, however lofty, must arouse initial distrust and suspicion.

Thus, though the fragmentary special interest groups have flung a powerful network throughout the country, they lack the one essential of integration with the communities in which they are rooted. The potential leadership being developed by them must not be underestimated, but in a working democracy, leadership can become effective only when a bond of common ideas and purposes has been forged between citizen and leader. This channel of

communication has not yet been opened by the special interest group and must be sought in other forms of social recognition. Leadership in the United States is faced with the task of creating channels of communication to its sovereign constituency, helping in the process of free discussion, and accepting as a binding mandate the considered results of popular judgment.

### *Action Groups*

Ground waves of popular sentiment sometimes stimulate understanding of world affairs in ways often barred to responsible leadership. The organization of sentiment, therefore, is an important path to the establishment of effective channels of communication. Policy-advocating or action bodies working on a national basis are the principal factors in this field. They have the advantage of setting forth concrete programs with a strong emotional and moral background. Their call is to action and they afford their supporters the satisfaction of practical social and political activities aimed towards a definite end.

The most interesting groups in this field in the postwar period have been the advocates of world government. The United World Federalists was born in February, 1947, from a merger of six organizations that up to that time had pursued independent courses aimed at the acceptance of more effective world government. This vigorous movement quickly launched a crusade to enlighten the American people on the necessity of subordinating national sovereignty at least in part to higher ends. Stirring communities toward action along these lines was probably intended to provoke a resurgence of Town Meetings for the discussion of the proper relation of the community to the world beyond the national borders.

As an instrument of popular education in social matters, Town Meetings balance great virtues against substantial limitations. They are primarily a call to action, a folk gathering where free discussion fulfills itself in public resolution. This is in the oldest tradition of direct democracy, stretching unbroken from the ruling assemblies of free citizens in Hellenic city states through the burgher meetings of medieval towns to the New World custom of the Town Meeting.

When applied to world affairs, the Town Meeting plan faces the obstacle that it must operate in terms of some concrete issue to be settled by a local gathering. The future of mankind must be reduced to the sharp essentials that would permit it to be decided by the same keen shrewdness that settles the question of a village water supply. This emphasis on the single issue stimulates emotional interest and suits admirably the aims of policy-advocating groups. The questions of advancing world government, strengthening the

United Nations, creating a world security force to replace national armaments, abolishing the use of the veto are all capable of this manner of approach.

Once the point of resolution has been reached, however, the magnitude of the undertaking as compared with the means at the disposal of the single community tends to cause frustration rather than to stimulate continuous effort. An issue or a specific plan may rouse the interest of a community; some small body of enthusiasts may stir up attention to its importance through the local press, radio, and clubs. The climax may take the form of one or more Town Meetings at which an important majority of the citizens declare themselves for a certain solution. The enthusiasts feel they have converted their fellows, while the ordinary citizen considers that he has participated as far as he can in a somewhat shadowy world of vast events. Thereafter, nothing seems to happen.

The Town Meeting is, after all, predicated on local understanding and local control. When it wrestles with the wide world, the sense of collective and individual responsibility tends to vanish in favor of expansive notions. As a means of furthering popular understanding along practical lines, the Town Meeting on world affairs is more likely to stimulate than inform. Its great weakness as an educational instrument is that it creates the myth of the community as a fearless David facing the world Goliath, armed with the irresistible sling and pebbles of local opinion. The intrusion of modern world politics into every aspect of the economic and social affairs of a locality is glossed over in order to point up some single dramatic conflict. In consequence, the constant effort to link up daily neighborhood problems with the wider trend of events in the world outside is neglected. The ordinary citizen abdicates his right of control to the nation, the professional diplomat, the great leader, or the Cause. When called to face his place in the world, he puts off the familiar working garments of his mind in order to assume a shining robe of irresponsible idealism.

Viewed as a whole the Town Meeting plan must be considered as a stimulant to communication, valuable and promising in itself, but no true equivalent to a settled channel for the constant flow of facts and opinions needed to make possible the crystallization of informed public judgment on world affairs.

### *Associative Groups*

Perhaps the channel of public communication least organized up to the present may in time carry the main stream of opinion-forming information. This channel is that of the natural groupings within communities: the local churches, the library, the trade union locals, the businessman's luncheon



club, the Chamber of Commerce, women's organizations. These are the places where community business is attended to in practice; where men and women gain their social experience and express themselves in terms of collective responsibility.

For want of a better word one might call this basic form of social organization by the name of primary groups. They come together because the pattern of life in a particular place under the conditions of the times has made such groupings natural and desirable. Their roots are deeply sunk in the tradition and peculiarities of the life of a particular community.

The public character of an ordinary citizen is to a large extent the resultant of experience within a number of these groups. Popular judgment, then, must spring from opinions formed within such groups, if it is to carry the true weight of social conviction. If world affairs are to filter into public consciousness, they must first pass through the medium of the workaday grouping.

The major obstacle that prevents the natural primary group from widening its viewpoint to include the outside world is its sense of practical responsibility. Whether it be club, church, or business group, it is bound by origin and by purpose to deal with matters within its control and to base its judgments on facts known to it by direct experience. The way in which events outside the nation react directly on local affairs can not be clearly perceived through any of the normal means by which information reaches these groups. Because the facts are not clear, the power to control seems vague and obscure, and the whole subject is shelved as too great for their organization to handle.

This sense of irresponsibility is in fact illusory, dangerous to the primary group itself, and fatal to the national community. It should be possible to breach the barrier erected between the locality and the world by conscious social organization. The primary groups are, after all, modeled to reflect wider outside influences on neighborhood society; the church mirrors a world view of morality, trade unions and business clubs apply principles worked out on at least a national scale.

What is needed to clear this primary channel of communication is the acceptance from one or more authoritative sources of a body of principles relating the main trends of world affairs to domestic matters. The application of such general principles to local difficulties and circumstances must be the work of the groups themselves. Their conclusions poured into a common stream will form the true body of public opinion on foreign policy.

To complete the picture the local groups must in turn have the means of reflecting their practical applications of general principles back to the bodies entrusted with viewing national policy as a whole. Without this healthy

interaction between local action groups and national principle-forming bodies, there is bound to appear a separation between theoretical plans and everyday practices to a degree that is intolerable in an informed democracy.

Organization of a kind and on a scale well beyond anything at present in existence would be required to achieve this end. There is nothing, however, inherently novel to the growth of our present society in the undertaking. Christianity is a conception of world unity on the moral level which is maintained as well as spread by skillful organization of this nature. When the need for deeper political, economic, and social unity becomes pressingly apparent, there are sufficient grounds for believing that the required social organization can be achieved through use of latent techniques.

In the United States, the question of the need for concentration on world affairs is still in debate in the popular mind. When a sufficiently widespread conviction has been reached on this point, methods of facing the need along practical, efficient lines will occupy general attention.

During this transition period, the auxiliary aids of special interest groups, leadership cadres, and crusading movements must hold the center of the stage. They are the awakeners beating with their enthusiasm and purpose against the myopic indifference of settled habits of thought. When, however, the inevitable demands of an aroused and anxious people begin to make themselves felt, then attention and effort must be concentrated upon the opening of the main channel of communication through primary groups.

Substantial steps have been taken already by many of the major organizations to link their educational campaigns with the true units of popular judgment. This movement towards the grass roots of community feelings is blazing the path which the ordinary man and woman will have to follow in order to assume responsibility for their place in the world. New techniques and even new conceptions of popular education must be attained before the end is won. Herein lies one of adult education's most challenging tasks, a task that is both urgent and supremely important.

# THE EDUCATION OF YOUNG ADULTS

By Howard Y. McClusky

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in Community Adult Education  
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*Editor's Note:* For illustrative examples of special programs of study and action for young adults, see p. 511 ff.

## *Characteristics of the Young Adult Group*

In spite of the unprecedented numbers of young adults crowding the classrooms of colleges, and of graduate and professional schools, the number not participating in full-time formal schooling is far greater than the number so engaged. Whether the chronological boundaries of young adulthood are fixed at 18 or 21 years for the lower limit, or at 26 or 30 years for the upper, the majority of young persons in this age period must take on whatever education they receive along with some of the major responsibilities which we usually associate with adult living. In other words, they constitute a special and major clientele of adult education.

The characteristics and dimensions of this clientele will emerge from a brief analysis of its elements. In the first place, only a minority of veterans eligible for educational aid are ever likely to engage in formal full-time schooling. A sizable majority will, for the predictable future, apply their educational subsidy to part-time education, while they establish themselves at work and at home. The young veteran, therefore, should be a potential client of adult education for many years to come.

In the second place, during World War II, most young persons of military age were outside the armed forces. If one adds the male rejectees—from 20 to 50 per cent of the men examined—to the young women not in uniform, those of military age remaining in civilian life far exceeded those engaged in military service. Because much war work demanded long and strenuous hours on the job, large numbers of this group were compelled to postpone any plans they may have had for further education, thus creating in the present period a large constituency for continuing education.

In the third place, a great many high-school students too young for the armed services dropped their studies for employment. Let us examine the evidence on this point. In 1919-20, 2,496,000 or about 32 per cent of the young people aged 14 through 17 years were enrolled in high-school, while in 1940-41 7,244,000 or 75 per cent were enrolled. In 1944-45, however, the total high-

school enrollment, as compared with that of 1940-41, showed a decline of more than 1,250,000. This loss was due in part to a declining school-age population and enlistment in the armed forces, but in larger part it was due to an increase in the number of students who left school for work.

The volume of withdrawals is impressively revealed by the following figures: In the group from 14 through 17 years of age, less than 1,000,000 were at work in 1940, compared with nearly 3,000,000 in the period 1943-1945. Of these 3,000,000, about half had left school and were working full time, about half were working and attending school also.

It is not wild speculation to estimate that the majority of the withdrawals for work represented an interrupted program of education, and that this segment of young people who dropped their education, when the appeal of prestige jobs with high wages lured them from the classroom, will want to take it up again.

The present young adult population therefore falls roughly into these three groups: World War II veterans; World War II civilians; and those who, during the war years, were too young for military service. All these young people have come of age at a time when unparalleled emphasis is being placed on the importance of education; and they and the succeeding generation of young adults will mature in a period when the reasons for the importance of education will become more and more cogent. In an intellectual climate so highly favorable to learning, and in a time when there has been so widespread an interruption of formal schooling, it would surely not be rash to prophesy that the present and emerging generation of young adults will become increasingly alert to the opportunities for continuing their educational growth.

### *Educational Needs of Young Adults*

In order to obtain a realistic picture of the educational problems posed by the youthful segment of the adult population which we are discussing, it is essential to examine the relation of socio-economic status to educational opportunity. The United States has genuine cause for pride in the liberal provision that it makes for the education of its youth. For some time, we have been achieving the goal of making universal elementary education free to all classes of the population; we are now approaching the same goal in secondary education, but we still fall far short of this standard in the field of higher learning. The deficiencies in educational opportunity at the secondary and college levels most seriously affect young Negroes and youth from rural areas and from low-income groups. When these factors are variously combined, it is possible to establish a crude scale of educational survival, ranging from low-income, rural, Negro youth at the bottom, to high-income, urban,

old-family, white youth at the top. If deficiency is one measure of need, and if need should be consulted in determining priorities, then it is clear not only that the education of young adults is one of our primary social obligations today, but also that the task is so enormous that present measures for undertaking it are hopelessly inadequate. At the same time, the special deficiencies in the education of Negro youth, and of young adults belonging to farm and low-income groups, lend significance to such projects as short courses for young non-college-trained farmers, and to workers' education institutes for groups of urban youth.

But the unique problems involved in the education of young adults arise not only from the way in which socio-economic factors affect their educational opportunities, but also from the particular developmental stage through which they are passing in the general course of life. The period of early maturity confronts young persons with certain inescapable decisions which in large part determine the character of their educational requirements.

For young men and, to some extent, for young women, the necessity for a reasonable occupational adjustment is a matter of extreme urgency. In the early and middle teens they may blandly speculate about the way in which they will ultimately make a living, or they may even ignore the problem completely. But in the late teens and the twenties, young people must come down out of the clouds of speculation and go to work. They can no longer depend on their parents for support. This is the period when they must plant their feet under the occupational table.

Because this is an initial period, it is also tentative and transitional. The young adult usually has only limited experience to offer his prospective employer in any productive field. Being inexperienced, he necessarily begins at the low end of the wage scale. Not yet sure of his field of concentration, he is likely to move from job to job. When the lean years in work opportunities come, he is the first to be laid off; and with recovery, he is the last to be taken on again. In proportion to its numbers, the young adult group suffers a higher percentage of unemployment than any other employable age segment of the population. It is not surprising, therefore, to find that the young adult, under an urgent drive to advance his vocational status, becomes a devoted customer of the evening school.

Starting a job is one major adjustment of early maturity; starting a home is another and equally important. In high school, when one is in his teens, he can be very casual about the home he will eventually establish, but the postponement of this supreme decision beyond the next ten years and into the fourth decade is fraught with hazard. Some time during the twenties most young men and women must make up their minds about marriage, if they intend to achieve a normal family life. By the age of 22 years, half of all the

young women are married, and, by the time they are 30 years old, the great majority of both young men and women have embarked upon the most precarious adjustment of their maturing years. So imperious are the necessities of this decision that they largely determine the recreational life of young adults. For the unmarried young man or woman, recreation becomes a means of discovering and acquiring a mate; after marriage, recreation is converted to the requirements of family living.

The transformation from no job to job, from singleness to marriage and parenthood, causes revolutionary changes in the ways and demands of living. These are the imperative needs for adjustment that constitute the raw material out of which a program of education for young adults must be fashioned.

### *Program for Young Adults*

A full grasp of the revolutionary changes in living which the maturing period of the twenties requires will greatly aid in assessing the relation of the young adult to the community. He votes as often as his elders, but he is still one or two decades removed from a reasonable prospect of managing civic affairs. Only 25 per cent of the young people of his age belong to organized groups, and few of the organizations that abound for older people make him and his friends welcome in their membership. Perhaps the revolution of living in the twenties is so profound that the young adult has little surplus time and energy for affairs of community life. Or perhaps people in their thirties and beyond are so thoroughly entrenched in the structure of public affairs that they leave little room for the emerging contribution of young adults. Whatever the explanation, the fact remains that, in the late teens and the twenties, young people do not yet have a full stake in civic activities and group participation.

This fact is no reflection on the capacity of the young adult group to contribute valuably to community living and the handling of community affairs. On the other hand, *it is a reflection* of the unique circumstances which give rise to the special requirements of young adults. It vividly suggests the importance of organizing programs especially slanted for their particular cluster of needs, instead of offering them programs intended mainly for adolescents under eighteen or for persons over thirty.

The validity of this emphasis is supported by the success of special programs in the field. The experience of the Y.M.C.A.; the Y.W.C.A.; and young adult divisions of certain selected church, farm, and labor organizations can be cited as proof of this fact. For many years, these and related enterprises have been accumulating encouraging experience in the education of young adults, and they have amply demonstrated the massive resources

which this age group possesses for the enrichment of community life. The programs of these organizations often have several features in common. First, many of their activities are co-educational in character; second, they place great stress on the practice of self-government; and third, they are specifically adapted to the social and personal needs of the participants.

### *Summary*

The design of this discussion may be streamlined as follows: The young adult is advancing through a period of maturity which in most cases *initiates* the two most important adjustments that life compels human beings to make: namely, the choice of an occupation and the establishment of a home. The requirements of these adjustments largely determine the subject-matter and procedures of the young adult's education. The relation of social and economic status to the deficiencies of formal schooling indicates that young adults of the Negro, rural, and low-income segments of the population have the greatest need for continuing education. However, the widespread interruption of educational careers during World War II and the growing pressure on youth today to get more and more training suggest that, for the foreseeable future, young adults, irrespective of social status, will constitute an immense and responsive clientele for many forms of adult education. Just any warmed-over program, designed primarily for groups of other ages will not suffice. Being a special breed, the young adult requires special measures. But his needs are urgent, and his contribution to the community is potentially massive. If he is the main line of defense in times of war, he should be the main line of support in times of peace.

## ADULT EDUCATION AND LATER MATURITY

*Editor's Note:* Concern for the later years of life was clearly implicit in the doctrine very often affirmed when adult education itself as an organized movement was young: "Education should be both universal and lifelong."

Quite naturally, this concern manifested itself, first of all, in attempts to interest and to occupy men and women who had already reached the period known as old age, or more gently, perhaps, as later maturity. Some of those early attempts, it must be admitted, resulted only in feigned enjoyment of foolish pastimes; and even the more thoughtful efforts tended to produce the boredom of "busy work." Such results were hardly to be wondered at in a society where the concept of old age as second childhood still had fairly wide currency.

Fortunately, in part at least owing to the influence of adult education, that concept is radically changing. The two excerpts from the writings of adult education leaders, which we are privileged to republish here, are offered as heartening evidence of the extent and highly desirable nature of the change that is taking place.

On page 380 will be found a few notes descriptive of special programs for older men and women.

### TEN HINTS ON AGING SUCCESSFULLY<sup>1</sup>

By George Lawton, Ph.D.

*Consulting Psychologist  
New York City*

1. Admit that you are growing older.
2. Remember that aging brings "plus" changes as well as minus ones.
3. Answer "Too old!" with "Too old for what?" Not too old to modify an attitude or habit, acquire a minor skill, render a service, keep up-to-date, create something beautiful or say to a new idea: "I'll try it; not *every* new idea is bad; nor *every* change a revolution."
4. A long life is its own reward. Do not expect homage *only* because you have survived many winters, or suffered and seen much. *Past* deeds do not exempt you from *present* achievement. Your life history is important—to you; but so is your listener's—to him. Conversation is a sharing of *present* needs, unless you mistake old age for "anecdoteage."
5. As opportunities for self-expression in your work or family lessen, realize that human imagination does not grow old, and find creative outlets in hobbies, the arts and community activities.
6. Pity cannot replace love and approval. Pity leads to overprotection,

<sup>1</sup> Reprinted from George Lawton. *Aging Successfully*. Copyright 1946 by Columbia University Press.



and then to rejection. More essential than a home of one's own is a life of one's own, without dependence on children or relatives for entertainment, companionship or emotional support. True security or *emotional* independence is a feeling of inner competence and "belongingness" that comes from *earning* recognition and affection through what we *now* contribute to our families and our community.

7. Learning is a form of living. The older man or woman should acquire some new knowledge each year. Unchanging is the desire to explore new experience, but the experience changes. Our adventures are not in the field of physical and emotional sensation, but in that of human understanding and relationships. As bodily pleasures diminish, we must cultivate more the pleasures of the mind and other inner resources.

8. Realize that later maturity is most valued for the knowledge of strategy, not for strength or speed. Look at the older doctor or lawyer, the craftsman, the political leader, the artist in living.

9. As replacements for old friends, continually make new ones. The most devoted couple does not know when one, carrying on alone, will need friends.

10. There is only one ultimate peace. Until then, there is no escaping the struggle or the responsibilities of maturity. We retire *to*, not *from*. Always we need a "tomorrow"; goals to strive for and present activities that go on. Seventeen centuries ago, Galen, a Greek philosopher, wrote: "Employment is nature's best physician and essential to human happiness." Ever necessary is: "A plan, a task—and freedom."

## SECOND GRADUATION<sup>2</sup>

By H. A. Overstreet

*Author, Lecturer, Adult Education Leader*

It all grew out of a lunch-table conversation about management and labor. There was nothing unusual about the topic. At that very moment there were probably two or three million lunch-table conversations about management and labor, much the same. Suddenly, ours took a different turn.

It may have been because A. J., who was a vice president of his corporation, in charge of personnel, was so deeply concerned and so obviously helpless. . . .

Suddenly one of the men leaned forward.

<sup>2</sup> Excerpts reprinted from the May issue (Vol. I, No. 3) of '47—the Magazine of the Year. Owned by over 300 writers, artists, and photographers. Copyright 1947 by Associated Magazine Contributors, Inc.

"How long before you retire, A. J.?"

"Five years."

"And what then?"

"The regular thing, I suppose. Get a hobby. Go to Miami Beach. Lie in a hammock. Rust . . . You know all the tripe. Why rub it in?" . . .

The conversation drove forward. . . . Retiring from the job, we agreed, was not always what it was cracked up to be. Insurance companies and kindly educators might gild the lily for us. We could sleep as long as we pleased, they told us. Lie in the sun, fish, or read all the books we had always wanted to read.

The gilding was delicately done, but we had a suspicion that the lily was decayed underneath. For the little joker in the thing was that sleep and lying in the sun and fishing and all the rest feel good only as long as we keep our self-respect. . . .

Self-respect, we agreed, was the clue to retiring. How could we have more of it after leaving the job? How could we put our expertness to new uses, do things we could not do before, be more useful rather than less.

Retiring from our job, we decided, ought to be a kind of graduating. . . . That was the idea we got excited about. . . .

If we could only plough back into our society in nonpartisan, nonegocentric forms, the expertness of our training—that was the germinal idea. If only we could give people a chance to get free of their partial commitments, could give them the right to be minds at large.

We have been accustomed to saying that we must look to youth to break the patterns. But there is a contradiction here. Much as we pin our hopes on each new crop of young people, each new crop, with deadly repetition, makes its way into egocentric specialization and partisanship.

Nor is that all. Just as we have mistakenly pinned our hopes on youth, we have mistakenly pushed old people aside as useless for improving the world. We have thought of them as too rigid in their habit structures to have any creative relationship to life. But here, too, we have failed to note a contradiction. It may be that old people have learned to hark backward because our society has given them no proud way to hark forward.

We simply do not know what would happen to the so-called "rigidity" of old people if society were to build in them a new expectation—the expectation of a still more important job for them to do, a job that would draw upon their mature resources, a job that younger men could not do for the simple reason that they were younger and still at the business of competing for a living. It is at least plausible that if old people were enabled to look forward to a time when they could step up their expertness to a level of social usefulness, they would be a far different breed.

An engineer, in his busy years, is tied to specific and circumscribed jobs. In the service of these he matures his expertness. Is it not a pity that his experience should go to waste when comes the fateful year of his retirement? Why not, as he steps down, let him step up to a level where he can behold a wider landscape; public health, city planning, slum clearance, transportation, or communications?

If a retired engineer wants to enlist today he will find no company clamoring for his services. Companies, at present, have no provision for hiring social wisdom. If the retired engineer wants such a job, he will have to create one for himself, which means that on this higher level of expertness he will find a challenge to his ingenuity and a new avenue for self-respect.

The idea applies to every occupation. Retirement ought to be a signal for release from partisanship into something as wide as mankind.

Mothers of children reach no age of official retirement, but inevitably they come to the time when they live on psychological pension. Their chief mothering job is done, for the children have moved out into their own world. In many cases this is a time for reluctantly letting go. Should it not be a time for taking on a new kind of job—one in which the mothering experience is placed beyond the home? Many women do this. In their "retirement" they take on obligations for young lives—and old. They move into the "larger housekeeping" of the community, where they put into practice a wider function of motherhood.

One of the puzzling things about democracy is that while it calls for government "by the people," it cannot get the people to govern. Banker, manufacturer, teacher, farmer, doctor, minister, housewife—each is busy with his own job and cannot take the time out to become really effective in politics, much less to run for office. Democracy, therefore, is taken over by those who make a living out of it, those whom Franklin Roosevelt once called "our permanent army of occupation." We deplore this, but we fail to do anything about it, probably because we cannot. The cards seem stacked against democracy; people are unable to give up their life-sustaining jobs for the precariousness of office-holding.

But here is a host of men and women who, at their retirement are freed from their jobs—teachers, doctors, ministers, engineers, a vast number of people who are old enough not only to know their way around but to be of signal use in the conduct of human affairs, if they would get themselves prepared. In local politics we are in desperate need of honesty and intelligence. Might not the retirement years be happily used for intelligent and honest activity in the problems of our communities?

We might change the old typewriting sentence to read: This is the time for all retired men and women to come to the aid of their country.

We are moving into a time when the old are going to grow older. Should we hold on to the traditional belief that old age is a time of letting go? Perhaps we can start society in a sounder direction by creating a new image of old age—not of stepping down but of stepping up.

# AUTONOMOUS GROUPS

By Maria Rogers

*Secretary, Committee on Autonomous Groups*

## *What Are Autonomous Groups?*

Discussion of "autonomous" groups brings to the foreground the importance of classifying human beings. There are two different ways. The first is by categories. In this type of classification, human beings are grouped according to one single criterion or a combination of criteria. Veterans, adolescents, factory-workers, parents, capitalists; these are similar categories of people, having in common some mutual experience or attribute—participation in a war, age, type of employment, and so on. These categories refer to single aspects of individuals, who may, and do, vary greatly in personality, and who may feel no impulse to associate with others just because they are members of the same category. Individuals within these categories may even dislike one another and would find it difficult to work together for a common aim.

The other way of classifying human beings is by natural groups. In this type of classification, which is the older and more persistent, individuals are grouped according to their affinities and disaffinities. All successful organizations, all enterprises that are effective, are based on these natural groupings.

There is no difference between primitive and modern societies in this respect. Families and non-kinship groups based on liking—the two species of natural groups—characterized all pre-industrial societies. In primitive societies, discordant members are either ejected or they leave voluntarily, thus demonstrating that the groups which survive are based on affinities between the members. Both types of natural groups persist in our own "complex" society. But, though we recognize the family as a perennial grouping, the intimate non-kinship group faded from the foreground of discussion and perception during the last century. In the days before rapid transportation, non-kinship groups were so closely tied to neighborhoods that they were easily perceptible. Everybody knew who were friends with whom and could identify coteries. But increasing mobility has obscured this type of relationship, and even social scientists have tended to forget about its existence. Nevertheless, the intimate non-kinship group remains as powerful today as it ever was. Once awakened to this reality, the interested observer finds overwhelming evidence of the vitality and multiplicity of such groupings in our society.

They exist in rural communities, and there they can be found without much effort. In cities, however, they have to be sought for. Categorical groupings based on "interests" appear to outweigh the natural groups in importance. This is an illusion and a dangerous one. Therefore, a concerted effort must be made to bring the natural group to the attention of social workers, educators, businessmen, and all other specialists whose work requires organization or instruction of human beings. Lack of knowledge of natural groups causes specialists to attempt to group human beings in artificial ways which negate well-meant efforts to improve and maintain social institutions. For it must be emphasized that natural groupings are a *sine qua non* for constructive enterprises and successful organizations.<sup>1</sup>

### *Rediscovery of their Importance*

Until fairly recently, when the sociometrists, in their investigations of human relationships, began to uncover intimate group structures, we were not objectively aware of *why* the natural group is so important in human affairs. But the sociometrists have discovered that every human being spontaneously feels attraction, repulsion, or indifference, for every other human being with whom he comes into face-to-face contact. These affinities and disaffinities play the major role in determining the individual's choice of associates for any activity whatever. Disaffinities between individuals cause tension, friction, dissension, lack of cooperation. Affinities make for cooperation, for the spontaneous outpouring of creative energy, and for continuity of association. Where continuity of association prevails, it is possible for a group of human beings to build up mutually satisfactory ways of behaving. In such a group, morale is high, and intercommunication, common understanding, and interdependence develop. All these qualities are essential to healthy social functioning. The absence of them leads to social disintegration, strife, bitterness, conflict. And the end result of this disastrous chain is the imposition of arbitrary power to coerce human beings to act in common.

The Industrial Revolution shattered the institutional frameworks and values which had been built up through millennia of association in natural groups. Vast agglomerations of human beings were herded together in cities with no provision for re-establishing intimate groups and ways of life congenial to each group. When Auguste Comte, the nineteenth-century philosopher, gave sociology its name and asserted it to be a science, he stressed its field of inquiry as the associations of human beings. But sociologists who followed him tended to study large, categorical groupings of individuals rather than intimate groups. The importance of the family as the reproduc-

<sup>1</sup> Coon, Carleton S. *The Universality of Natural Groupings in Human Societies*. *Journal of Educational Sociology*, Vol. 20, No. 3 (Nov. 1946)

tive agency of society could not be ignored. But the intimate groups which bind the family to the community and which form the vital matrix of community structure and functioning were for a time almost completely ignored. Until recently, Charles Cooley in the United States, Émile Durkheim and Pierre Le Play in France, and Ferdinand Tönnies in Germany were almost the only sociologists who called attention to the importance of these intimate groupings.

That period has apparently come to a close. Present-day sociologists are increasingly turning to the study of intimate groupings. As Dr. George Lundberg puts it:

"[There] has been a turning to the intensive study of relatively small and simple social systems rather than the traditional cosmic researches to which sociologists in the past have been addicted. . . . We are leaving the 'natural history' stage of our science and turning to 'atomic' research. . . . The search is for principles of social behavior in simple systems which may lend themselves to generalized application to vast and complex situations."<sup>2</sup>

Not only sociologists have turned to the study of intimate groups. Social anthropologists, psychiatrists, psychologists, military specialists, industrial researchers, even psychoanalysts, have contributed to this rising tide of scientific knowledge. However, the most highly systematized and concentrated research and experiment in this "atomic" field have been done by Jacob L. Moreno and his associates, who have invented new methods for experimental research in this area.<sup>3</sup> Through their related movements, sociometry and psychodrama, they have profoundly influenced all the social sciences and have formulated precise knowledge of interpersonal and group structures.

### *A Revolution in Education*

Education occupies a somewhat ambiguous place in the scientific hierarchy. It is, essentially, an art. Like all the arts, it is dependent upon scientific research for enlightenment regarding appropriate skills and techniques. Being an art, however, its effectiveness depends, not upon the mechanical application of specific skills and techniques, but upon the *relationships* established between teachers and students, and between students and students. The classroom is a categorical group which must become an intimate one in order to serve its function. This important fact tended to be forgotten

<sup>2</sup> Lundberg, George. "The Proximate Future of American Sociology." *American Journal of Sociology*, L, 504-5.

<sup>3</sup> See *Sociometry*, a Journal of Inter-Personal Relations. Vol. VI, No. 3 (Aug. 1943).

during the period when formal education assumed its predominant position in democratic society, embodying all democracy's hopes for the future. That period was one in which, as has been said above, relatively little importance was attached to intimate groups and relatively little effort was made to study them. Skills and techniques, on the other hand, were treated as matters of major importance. Therefore, virtually no advance could be made in the *art* of teaching during this period. Training schools for teachers taught a great deal about how to present subject-matter, how to make tests, how to perform grading operations, and similar techniques. But, because little was known about intimate human relationships and because their social and psychological importance was generally unrecognized, almost nothing was taught about them. The psychology to which teachers-in-training were exposed was *individual* psychology. Their sociology was limited to information about categorical groupings in human society. Their philosophy was strongly predated by the eighteenth century concept of individualism. When they faced their classes, therefore, they saw them as aggregates of *individuals*. Teaching methods and techniques were based upon appeals to individuals. The informal organization of the classroom, the affinities and disaffinities which made for intimate groupings and cleavages among the members of the class were a closed book to some teachers and a nuisance to others. And none of them had been provided with methods for uncovering, understanding, and gauging the influence of these relationships upon the process of learning. To put the whole matter in the proverbial nutshell: teachers in those days were taught a great deal about *teaching*, but very little about the *learning process*, in which intimate groups play so dominant a part.

The discovery and scientific study of intimate groups have started a revolution in education. It is in the intimate group, we have now begun to see, that the individual's personality develops, his habits of cooperation are formed, his social skills are practised, his creativity is released. With the recognition of these all-important truths, emphasis is shifting from the techniques of teaching to the processes of learning. Or, to describe this emergent trend in simpler terms: the function of the teacher can now be seen as that of working with natural groups, within which real learning takes place, *assisting* them to perform their functions more ably, from the point of view both of the individual and of society.

The new sociology has discovered and disclosed the importance of the natural group. Psychiatry and social psychology have furnished information about its critical psychic function. A new philosophical orientation rejects the extreme individualism of the eighteenth century and sees the natural group rather than the individual as the nuclear structure of society. Because of the progress made in all these fields, the teacher of the future will see his role in



a very different light from that of teachers in the nineteenth and early twentieth centuries.

### *Natural Groups in Adult Education*

The revolution in education brought about by the new understanding of groups will have marked repercussions upon adult education. Coming late on the scene as a conscious movement, adult education borrowed almost its whole equipment of philosophy, techniques, and assumptions from formal education. It aimed to reproduce among adults the situations that had been developed for children and adolescents. However, adults were not subject to a compulsory education law; they did not have to go to school unless they chose. And most of them did not choose to subject themselves to the strait-jacket of conventional educational methods and operations. Because adult educational enterprises had to *lure* students into their activities, they modified to some degree the severity of their approach. But it was a *modification*, not a completely new direction.

The most enthusiastic and sincere of adult educators have always been concerned about the fact that the bulk of educational courses sought by adults are *vocational* in nature; the arts, and cultural activities in general, play no very impressive part in rolling up attendance figures. The explanation of this phenomenon becomes clear when the orientation of adult education is shifted from the benefits of education for the individual to a view which includes the delights of companionship in natural groups. Then we begin to see and understand that an individual, in order to advance his economic position, will surrender the pleasures of association with congenial companions. But when it comes to pursuit of the higher amenities of life, the same individual finds the going too chilly if he has to register alone for a course of instruction and join a class of students who are strangers to him. He prefers to pursue a more rambling exploration of these pleasures with companions of his own choosing, and to go without benefit of instruction if his natural relationships must be surrendered to obtain it.

Before adult education became a full-fledged "movement" in the early 1920's, it had had a healthy, vigorous development in the United States. And this development was an achievement of natural groupings. Throughout the pioneer period in our country, natural groups of individuals banded together to explore any subject matter which interested them. "Study groups" existed before that name for them was invented. Some of our most charming stories of adult educational activities are to be found in local records of New England towns. Neighbors met in one another's homes or in the village hall to hold discussions about philosophy and concerns of mutual interest. Many a time, Ralph Waldo Emerson talked to his neighbors at such

meetings. And he came to listen to other neighbors who had something to say about ichthyology, botany, mechanics, history. The extraordinary ferment of intellectual activity which produced new ideas and inventions at a great rate in the United States in the early part of the nineteenth century was a product of the functioning of natural groupings.

The Philadelphia *Junta*, founded by Benjamin Franklin and his friends, was a small club of only twelve members. But the American Philosophical Society, the Franklin Institute, the University of Pennsylvania, the first American public library, the first Philadelphia mutual fire insurance company are all offshoots of the interchange of ideas that went on in this club.

The woman's club movement, which has become an American institution, developed from the spontaneous decisions of innumerable groups of women friends to undertake more or less systematic study. Each little coterie chose its own subject for study—literature, art, or whatever appealed most to the interests of the members.

The Lyceum movement, so widespread after the Civil War, began with little knots and bunches of people who clubbed together and pooled their resources in order that they might hear lecturers from the outside world. But, mark well, in no instance did these little knots and bunches—these natural groups—show a disposition to substitute this listening to an "expert" for their own lively interchange of home-grown ideas.

In these natural groups, individuals feel secure; they can communicate with one another without fear of misunderstanding; they have common attitudes and a common pool of convictions upon which to draw for interpretation of new points of view. Everyone in such groups can be easy and relaxed. Adult education is carried on as an expression of sociability and of the human propensity for association.

Reflection upon the history of natural groups in our country sheds new light upon the picture of Socrates' behavior which has come down to us. We are told that he went daily to the gymnasium, the gathering place—men's club—of the Greeks, "to talk *with his friends*." There can be little doubt that, in these daily talks with his friends, Socrates refined and shaped his ideas. The famous "Socratic" method is a device for exchange of ideas among equals who desire intercommunication. It is true that Plato represents Socrates as winning every debate. But that is a liberty which Plato, as a playwright with a hero, had a right to take with the facts of the case. Socrates did no formal teaching; according to Plato, he expended both time and wit deriding the Sophists, who regarded formal instruction as a great good. Socrates, on the contrary, seems to have been convinced that it is informal procedures which make for real *thinking*. And apparently he preferred,

like most of us, to do his thinking in the presence of his *friends*; in other words, in his own natural groups. Yet probably no other man has had a greater influence upon human thought.

The great American philosopher, Charles Pierce, gave considerable thought to this problem of thinking. Pierce's conclusion was that "it is almost self-evident that simply to assign an idea to an individual can give little account of what the process was that took place." *The social nature of thought* is an essential part of Pierce's philosophy. Although he is called "the father of pragmatism," Pierce himself never claimed credit for the set of ideas on which the pragmatic philosophy is based. Rather, he made it explicit in his writings that the genesis of pragmatism was associated with a *group* of thinkers, the Metaphysical Club. His description of the club makes it apparent that it was a natural group, which had no set roster of members and was characterized by informal intimacy, spontaneity, and casualness. He says: "It was in the earliest seventies that a knot of us young men in old Cambridge, calling ourselves half-ironically, half-defiantly, 'The Metaphysical Club' . . . used to meet, sometimes in my study, sometimes in that of William James. It may be that some of our old-time confederates would today not care to have such wild-oats sowing made public." . . . He then names the members of the group, mentioning those who were always present and those who came only occasionally. Chauncey Wright, he designates as "our boxing-master whom we—I particularly—used to face to be severely pummeled." Wright seems to have performed the Socratean function for this group of friends.<sup>4</sup> It is pretty obvious that the "club" was formed on the basis of interpersonal affinities; that the members, whose greatest pleasure was close disputation, primarily amused and entertained one another. The founding of a new philosophical school was a by-product of the relationships which bound the members together.

As Franklin, Socrates, and Pierce behaved, so do we all. If we are interested in ideas, we prefer to discuss them with friends whose company we enjoy. Whatever we like to do, from playing bridge to climbing mountains, we want to do with friends. Individuals without intimate friends constitute only a small and pathetic fraction of the human race. This fraction the sociometrists distinguish as *isolates*, individuals who reject others and are rejected by them. There is strong ground for suspicion that it is to this fraction of isolates in every population that the conventionally organized adult education activities make their strongest appeal. It is therefore obvious that if adult education is to attain the volume and to achieve the ideals which its leaders

<sup>4</sup>Wiener, Philip P. "Pierce's Metaphysical Club and the Genesis of Pragmatism." *Journal of the History of Ideas*, VII, 219-22.

envision, adult educators must find the way to link up their skills with the ongoing structures of human society and adjust their methods to the needs of natural groups.

### *The Committee on Autonomous Groups*

The Committee on Autonomous Groups is an informal association of laymen, social scientists, and community educators, interested in study of the needs and processes of natural groups. This Committee feels that considerations such as those discussed above should become part and parcel of the thinking of adult educators—and of all other educators, community organizers, businessmen, and social workers, as well. Congenial groups exist by the millions in our society. As Ruth Kotinsky pointed out years ago, there are enough groups already formed in society to make unnecessary the formation of new groups for programs of adult education.<sup>5</sup>

The Committee has made a number of case studies of experiments in serving the needs of natural groups. The People's Guild of Brooklyn is a classic example. Since 1929, the Guild has aided a number of natural groups of intellectually ambitious women, whose formal education was very limited. Membership in the groups has remained steady for years. Through the reading and discussion of worth-while books, these women have increased their knowledge and widened their mental horizons.

But because the club members like and enjoy one another, their intellectual gain is only one aspect of their accomplishment. In their common pursuit of knowledge they have discovered the satisfaction of genuine intercommunication. They have learned how stimulating are differences of opinions and ideas among friends. Each of them has had the rewarding experience of knowing intimately—and in the round, so to speak—a number of other human beings. Their personalities and their family life have been enriched by these experiences, their self-confidence has increased, their psychic stability has been strengthened. Many of them have become community leaders in civic and welfare organizations. In short, the reading and discussion groups of the People's Guild have been the seed-bed for the development of human beings of the kind that make a good society.

The Guild, in adopting a program of aiding groups, has escaped several of the problems that beset most adult education enterprises. It has never been under the necessity of "recruiting"; it has done no advertising. Once the Guild's method of working was known, there was plenty of demand for its services. Two or three groups of women found that the Guild would give

<sup>5</sup> Kotinsky, Ruth. *Adult Education and the Social Scene*. New York, Appleton-Century, 1933. p. 186.

them the aid they wished, on their own terms, at the hours and in the places that they preferred. These groups spread the good news abroad and others flocked to the Guild's office, to request help. There have always been more of these requests than the Guild could fill.

The financial worries of the Guild have been slight. The budget required for its work is small. The groups meet in their own homes. They voluntarily undertake all the tasks connected with organizing and carrying on their activities.

Finally, because the Guild has dealt with the same individuals over many years, it can actually *measure* its accomplishment. It has never had to wonder about the effectiveness of its work. Interest is spontaneous, growth is perceptible, the relationships which have been built up have been a satisfaction to all concerned.

The Committee has found that recognition of the transcendent importance of intimate groups does more than point the way to helping groups that conform to our mores. It also leads to new methods of solving "social problems." A case in point is a very successful project for the reduction of juvenile delinquency in Chicago. There it was demonstrated that aid to groups to which juvenile delinquents belong goes far in leading them to change their codes of behavior, to adjust to and accept socially approved standards of morality. This experience helps to validate the theory, advanced by Dr. Frank Tannenbaum and other students of crime, that the attack on delinquency should be on the group which the delinquent counts as friends; that the aim should be to change the *group's* attitudes, ideals, interests, and habits. The juvenile delinquent, like the criminal, is adjusted to his own social group and violently objects to and evades any social therapy that would make him maladjusted to it.

Adult educators have moved out into the community in the effort to aid citizen organizations to solve social problems. It is essential that they carry into their community work awareness of the central importance of natural groups and knowledge of techniques for aiding the development of such groups. Equipped with this knowledge and understanding, adult educators can be very effective in an area which has so far resisted the efforts of battalions of "community organizers" and social workers.

Few groups are so self-satisfied that they do not wish for help. Most of them want to become more efficient in carrying out their expressed or latent purposes, in making a better integration with the larger community. But they want the help to be given in a way which enables them to preserve their dignity and their sense of group-identity. They want the cultural and educational agencies that give the help to respect the group's own leadership. They

want any educational program that may be set up for the group to be geared into the felt needs of its members. Groups can not be dictated to; they can not be imposed upon. When agencies attempt such domination, however tactfully, the group disappears, to re-form in a more congenial atmosphere. It is because these natural groups thus cherish and protect their autonomy that the Committee feels this characteristic of theirs must be emphasized continually. It has thus chosen to call them "autonomous" groups.

## MEN'S AND WOMEN'S CLUBS AS AGENCIES OF ADULT EDUCATION

*Editor's Note:* For notes on various types of clubs and a few of the agencies that serve them, see p. 383 ff.

### *We Gravitate toward Groups*

Visitors from abroad and domestic commentators upon our society have both frequently called attention to the paradoxical fact that, though we are, as a people, very strongly individualistic, we also display a very strong tendency to organize ourselves into groups.

Alexis de Tocqueville, whose treatise on our democracy has become a classic, had much to say about this particular trait of our people.

"Americans of all ages," he wrote, "all conditions, and all dispositions, constantly form associations. They have not only commercial and manufacturing companies in which all take part, but associations of a thousand other kinds—religious, moral, serious, futile; extensive or restricted; enormous or diminutive."<sup>1</sup>

De Tocqueville did not specifically mention men's and women's clubs, but it should be remembered that his book was written in 1835, when there were only a few men's clubs in the United States and when, so far as we know, no women's club had yet been organized.

### *American Women's Clubs*

The first women's club to receive general publicity was the Sorosis Club of New York, to which, when it was founded in 1868, the metropolitan newspapers gave considerable space as an unorthodox and somewhat shocking enterprise, though it was difficult to find fault with its purposes. The stated object of Sorosis was "to bring together women engaged in literary, artistic, scientific, and philanthropic pursuits, with the view of rendering them helpful to each other, and useful to society."

In spite of the published opinion that the members of Sorosis had been "unwomanly and unwise" in founding their club, many thousands of women's clubs developed within the following quarter-century. Though few of them confined their membership to women actually engaged in the pursuits listed by Sorosis, the great majority did center their programs in the study of cultural subjects, mainly literature and art. Because of this concentration of interest, caustic critics have sometimes referred to the activity of

<sup>1</sup>Tocqueville, Alexis de. *Democracy in America*, tr. by Henry Reeve. 2 vols. New York, Colonial Press, 1900. II. p. 14.

the early women's clubs as "hunting culture in packs." Sinclair Lewis helped to give wide currency to this view by his satirical description, in *Main Street* (1920), of Gopher Prairie's Thanatopsis Club, which, having finished the English Poets, was "ready for the next week's labor: English Fiction and Essays."

Dorothy Canfield Fisher, looking at those early clubs with much more sympathetic eyes, saw them as the forerunners of some of the most effective of our adult education agencies. In a report on adult education in our country in the middle nineteen-twenties, Mrs. Fisher wrote:

"The League of Women Voters, one of the biggest, most systematically and intelligently organized attempts at self-education on a vital subject in this country, with genuine standards of consecutive study, with a perfectly competent idea of what learning means, is only the granddaughter of the first Women's Club, with its feeble papers on Tennyson's poetry and Landseer's paintings."<sup>2</sup>

### *Progress*

In 1889, Sorosis celebrated the twenty-first anniversary of its founding by inviting ninety-seven clubs to send representatives to a convention to be held in New York City. Sixty-one clubs responded with delegates. The General Federation of Women's Clubs was the direct result of this convention.

After the formation of the General Federation, women's clubs multiplied as if by compound interest. Soon there was hardly a city or town of any considerable size in the whole country that did not have at least one women's club. Clubs were organized on the basis of virtually every conceivable unifying bond—physical, intellectual, spiritual. Records of their good works in health, education, and many forms of civic improvement began to appear in the annals of uncounted numbers of American communities.

In 1947 it was estimated that there were 230,000 chartered women's clubs in the United States. Of these, some 100,000 were local chapters of about 120 national women's organizations, with a total membership of 30,000,000. From the known figures, it seems safe to conclude that at the present time a majority of American women belong to some women's organization.

### *Minus Factors*

In respect to membership growth and geographic spread, no one could deny that the American women's club movement has traveled fast and far since Sorosis gave it impetus only a few generations ago. But what about the

<sup>2</sup> Fisher, Dorothy Canfield, *Why Stop Learning?* New York, Harcourt, Brace, 1927, p. 110.



movement's progress toward its chosen goals of independent thinking and intelligent group action?

It was the poet, Alice Cary, first president of Sorosis, who said of its purposes that it "proposed the inoculation of deeper and broader ideas among women; proposed to teach them to think for themselves, and get their ideas at first hand." When we ask how faithfully women's organizations of the present day fulfill those purposes, no single unequivocal response is possible. There are minus as well as plus factors to be taken into consideration. In large complicated organizations, national in scope, with subsidiary state divisions, and widely scattered local branches, conditions may develop that make the minus factors predominant.

The means may become more important than the ends when organizational functions and problems demand so much time and attention that the primary purposes of the organization are forgotten.

The vitality of the organization may ebb away when national staffs in national headquarters fail to maintain close and understanding contact with local branches and individual members.

Indifference, irresponsibility, and inaction may result when national programs prepared for local use are unrelated to local resources, needs, and interests.

An interesting and very fair postwar appraisal of women's organizations in this country is presented in a magazine article by Margaret Culkin Banning.<sup>8</sup> In this article, Mrs. Banning discusses the American movement in the light of the attention it has attracted, since the close of World War II, as a possible model for similar women's movements in other countries.

Mrs. Banning's diagnosis of the weaknesses of women's organizations is both competent and thorough. At the same time, she points out that the efficiency of women's work on ration boards, for the Red Cross, and in many other types of wartime service, was undoubtedly due in large part to their having had valuable practice in working together in their peacetime organizations. And although she reports regretfully that "at the end of the war, women went back to words instead of deeds," she sees certain emerging trends which she interprets as a challenge to, if not a promise of, future worth-while achievements.

### *Recent Trends*

There have been many signs, both before and since the Second World War, that organized women's groups have come to be regarded from several points

<sup>8</sup>Banning, Margaret Culkin. "Shall We Adjourn?" *McCall's* LXXIV (June 1947), p. 18.

of view as at least potentially powerful forces in our society. A variety of institutions and agencies, including university extension departments, public schools, business organizations, and newspaper and magazine publishing companies, have set up women's club bureaus or services, motivated at least in part by a desire to help women's groups to improve both their study and action programs. Whether these services have been selfish or altruistic in purpose, the results have unquestionably been beneficial so far as they have aided women's groups to discover and develop their talents and resources for the common good. When, on the contrary, the club services have encouraged the acceptance and use of cut-and-dried, prepared programs that make a pretense of spontaneity, their contribution to sincerity, independent thinking, and effective group action is dubious, to say the least.

Most hopeful of recent developments in the women's club movement are the purely self-help organizations such as the Nassau County (Long Island) Woman's Forum, which aims to substitute cooperation for competition among women's groups.

### *Men's Clubs*

Unlike American women's clubs, which Dorothy Canfield Fisher says "are as native to our soil as the sugar maple and the Ford car," the men's clubs in this country can be traced back directly to the eighteenth century men's groups that met in London inns and coffee houses to share food and drink and talk.

The oldest known American club is the Junto of Philadelphia, founded by Benjamin Franklin in 1727. It was Franklin's idea that the Junto should hold weekly discussions on morals, politics, and natural philosophy, and that these discussions should lead to action which would be beneficial to the community. In this latter respect, Junto has fully justified its founder's hopes. The American Philosophical Society, The Franklin Institute, the University of Pennsylvania, the first American public library, and the first Philadelphia mutual fire insurance company are all outcomes of Junto discussions.

Junto and the other American men's clubs of the eighteenth century represented only the beginning of a movement that broadened and deepened rapidly, as cities multiplied and new ideas spread across the country. However, the men's club movement has never even approximated the record made by the women's movement, either in the number and variety of groups organized or in the total membership enrolled.

Frank Ernest Hill, who made a study of the educational activities of men's clubs in 1938, lists the following objectives most frequently given by men as their reasons for joining clubs: (1) to develop friendships, (2) to get occu-

pational knowledge, (3) to render "service" to the community, (4) to find relaxation, (5) to gain prestige, (6) to improve intellectually, and (7) to get business.<sup>4</sup>

### *Contrasts between Men's and Women's Clubs*

This list of self-acknowledged purposes confirms the general impression that sociability and a natural desire to get together are much more impelling and conscious motives with clubmen than with clubwomen and that, in a majority of men's clubs, the educational programs, if any, are incidental. Mr. Hill's estimate, which other students of the subject consider very generous, places the total of men's club members affected by educational activities somewhere between two and three millions.

In regard to the attitude of most men's clubs toward educational programs, as compared with the typical attitude of women's groups, Mr. Hill writes:

"Insistence upon the indirect approach to education seems to me to be typically masculine. Women, in contrast, feel an obligation toward culture. They work out programs consciously designed to promote study. They even attack dutifully subjects in which they have little interest and about which they know almost nothing. The obligation to perform and the satisfaction of performance are often sufficient incentives for them. Men will work as hard—at their best they will perhaps perform with greater brilliance—but they reject a direct approach and usually take no pride in serving culture with a capital C. Their impatience with anything labeled as study is both unquestionable and of the highest importance in any effort that may be made to improve the character of the masculine contribution to education in America."<sup>5</sup>

And here is Mr. Hill's final judgment on the effectiveness of this "indirect approach to education," preferred by men:

"On the whole, the weaknesses of men's groups as educational agencies may be thought of as lying in the relatively passive character of a large part of the work (too much listening and not enough participation), in the uneven nature of many of the more promising activities, in the narrowness of range which the clubs generally show, in the emptiness of a considerable amount of the speaking heard, and in the relatively small amount of studying done even by those who are participating. As discussion clubs, art clubs, music and crafts clubs grow in number, if they do, and as individual mem-

<sup>4</sup>Hill, Frank Ernest. *Man-made Culture*. New York, American Association for Adult Education, 1938. p. 120.

<sup>5</sup>*Ibid.*, p. 123.

bers of service clubs and business organizations take on an increasing share of activity (and this on the whole seems to be their tendency), the clubs should become more important cultural influences."<sup>6</sup>

### *Advice to Adult Educators*

Of the potential usefulness of clubs, both men's and women's, as agencies of adult education, there would seem to be no question. It is clearly evident, too, that there are club leaders who see and are trying to correct the weaknesses that prevent these potentialities from being fully realized. But, obviously, the responsibility for bringing adult education and men's and women's clubs into a more effectively cooperative relationship rests as much upon adult educators as upon club leaders.

In this connection, attention may well be drawn to a series of propositions to which The Committee on Autonomous Groups (see pages 143-52) urges adult educators to give studious consideration. Briefly summarized, these propositions are: (1) That adult education in a democracy does not fulfill its responsibilities and can not achieve its purpose unless it reaches a vast majority of the mature population. (2) That adult education in our country now reaches only a very small minority of the men and women who should be receiving its benefits. (3) That, when adult educators learn to recognize the basic importance of the natural groups in which individuals prefer to spend their free time, and when adult education programs are directly related to the interests and concerns of these groups, the small minority of adult-educated adults will begin to grow into the vast majority.

<sup>6</sup> *Ibid.*, p. 141.

# THE CREATIVE ARTS IN ADULT EDUCATION

## *A Students' Symposium*

*Editor's Note:* For a discussion of the place of the creative arts in adult education—whether as “the most satisfying means of self-expression,” or as “the joyful experience of making the external correspond to something in the spirit”—it seems peculiarly fitting to permit those who have known such experiences to speak for themselves. We regret that space allows us to publish only a few of the voluntary contributions received from students.

Notes on programs of some of the schools and other agencies that offer opportunities to adults for creative work in the arts and crafts will be found on page 338 ff.

### PAINTING THE EMOTION “JOY”

By Una Lissemore Carr

*The Art Workshop, New York City*

No one who has not had the experience of working with a group of people interested in art can really understand the great joy that can be derived from such an experience.

It was during the war years and my husband was overseas. The silent yearning for the home we hoped some day to have was always with me. I had studied music and dancing, but neither of these arts gave the satisfaction that comes from seeing something concrete; something that could be taken out and looked at in the quiet time at evening.

I have always been very much interested in paintings. The Art Workshop was holding a class for beginners in painting, and I registered for it. I suffered all the misgivings that come to one's mind when tackling something new. I couldn't draw; I hadn't painted since my childhood experiments with colors in grade school, and it seemed silly to start at my age! I encouraged myself with the thought that at any rate I'd learn a lot about color and design which would help in furnishing an apartment.

How well I remember my first class! I collected my paint box and brushes, and put on my bright red smock and stood before my easel. Of course the first thing is to apply the paint to the paper, and after stirring up my bottle of red paint and mixing in a little water I started to cover about two square feet of white paper with big red splashes. After a time I tried making dots and other designs, and I nearly burst with pride when the teacher said I had a very bold attack!

Our next step was to add another color and experiment with the different shades that could be achieved by mixing colors together. I remember how seriously one would ask her neighbor how she had produced such a lovely pink; what colors she had mixed to get that purple; how did she keep her blues so clear.

Our first real assignment was to transfer in color the emotion "joy." How individual each result was! Twelve people and twelve different pictures; some in very bright colors and some in the more subdued hues; one or two even in abstract design; and one a picture of a tree in a green field!

After exhausting the "emotions," we pointed our brushes at words. For example, what does the word "flight" mean to you? The finished pictures that day interpreted flight of everything, from a golf ball sailing through the air to Europe's displaced persons fleeing for their lives.

Then we studied still life. How strange that so many people can look at the same objects and create entirely different pictures! One girl painted only in the middle of her canvas as though to compress all in a small compact unit. Another didn't care about line, but painted all matter with vivid colors and formless masses. I myself saw things so much bigger than they were that I always painted off my canvas. Here we learned the value of shadow. How to make a fold in a piece of silk look real.

Of course I have never painted a picture of great importance, but each canvas at the end of the term did represent to me some problem which I had solved and which led me to other problems that intrigued my interest. I too had the pleasure of being able to arrange about six pictures in our room when my husband finally returned home. Some I had to explain with much laughter, but I did it with a certain pride also.

Today I am sure that my comprehension of art is continually growing, because my own modest efforts in painting have made me aware of the struggles and accomplishments of the great painters of all periods in history and of the present day. The important language of their work is a little clearer to me.

### TRY ACTING

By Rose Young

*Dramatics, New York Women's Trade Union League*

The study of dramatics has enriched my life immeasurably. Each week I look forward to Tuesday evening when I know I will go down to the New York Women's Trade Union League for another "lesson" in dramatics. It is, in a sense, a lesson in community living. Every person in the group has

a feeling that the other members are glad that he or she is present. An air of good-fellowship prevails. In this age of conflicts, small and large, it is indeed a pleasure to know that there is at least one place where everybody, regardless of who he is or what his beliefs are, feels "at home."

Dramatics has done something else for us too. In order to play a part well, it is necessary to learn what makes the individual, as he is portrayed, act the way he does. What is it in his life that has made him, or is making him, the kind of person he is? It is true that our discussions center primarily around imaginary persons. But, these discussions set one thinking. Isn't it possible that the living person is almost identical with the one in a play? Isn't it possible that an individual is grouchy, brusque, or discourteous because there is an unhappy situation in his personal life? These and other similar questions are raised in our minds. Thinking of this sort tends to make us more understanding of the people we meet in our daily lives. This change, as it occurs, makes our own lives better and happier ones, for it helps to lessen the friction and unhappiness within us. I would urge you, if you have any spare time, to try your hand at being an actor. You will have fun and also will learn a great deal about humanity.

### TO EXPRESS IDEALS IN CLAY

By Lillian Cohen

*The Art Workshop, New York City*

On Monday nights I became a "sculptor." I may be guilty of a broad interpretation of that word, but I feel like a sculptor, and the clay does take shape according to my direction. I spend two hours each week at the Art Workshop, two hours which are deeply gratifying. They afford me the opportunity to express myself and create things that are truly a part of me. I think this feeling is shared by all my fellow students.

Most of us have gone through the routine stages that sculptors are heir to. We've all made nudes and I think we've all gone through the "mother and child" period. Then after we get the obvious things out of our system, we decide that clay is a remarkable medium to express one's thoughts and desires. I know this is true in my case because I want to express in clay the ideals which are closest to my heart.

I work in the field of intergroup relations, and my hope is that I can express, as eloquently in clay as words might do, the thought of brotherhood and understanding among all people. The piece on which I am now working is a protest against discrimination directed toward a minority group. Per-

haps some day I can achieve something that will convey the theme of love and understanding among all people.

### BURIED TALENTS

By a Sculpture Student

*The Jefferson School of Social Science*

There is the desire I have had for many years in common with many people, I suspect, for some sort of self-expression in terms of the arts. There was a fear at the same time. I wanted to be able to do painting or sculpture in an atmosphere where no one would laugh at my beginner's efforts.

I found what I needed in the sculpture class at the Jefferson School of Social Science—a chance to express what I thought was beautiful—a chance to do sculpture in an atmosphere of friendly and constructive criticism, in which I was only one of many people who were trying to express themselves in clay and stone, and perhaps also to find whatever talents had been buried.

When I had to leave the class for a year because of external circumstances, I had a real feeling of loss and emptiness.

### JUST GET STARTED!

By Ann Schoolman

*Craft Students League, New York*

No one is more surprised than I to find myself regarded as a silversmith, enameler, and designer of jewelry—fields that I had not even looked toward, let alone ventured upon, until just three years ago.

A query frequently put to me nowadays is, "How did you discover you could do this sort of thing?"

This contrasts significantly with another query, faintly derisive, that I had heard through many years before, "Well, what's your latest enterprise; what're you trying to do now?"—or with my well-intentioned family's impatient, "Why don't you see a thing through, once you've started it?"

For it has been no short, easy, or direct route by which I have come to the place where I now am. But looking back, I can see that each of the many by-paths was an enriching experience and each, in its way, pointed the road down which I was inevitably to travel.

None of this activity arose from a need for immediate livelihood, although an avenue of income more to my liking than the one I had been following



was not an inconsiderable stimulus. Primarily, my motivation was the simple restlessness that most people experience in some form or another; somewhere, somehow, there was something I could do that would make me a happier person.

Conceivably, if today's aptitude techniques had been developed when I started out, my search might have been shorter in time, but not more enriching in experience. For, if there is one positive conclusion I can draw from my varied activities, it is that no one of them was wasted. What might be superficially regarded as failure has in every instance provided a constructive fund of knowledge, however small, that even now finds its way into my everyday activities. It has been a search covering a score of years and as many different specific subjects. Yet it has led me at last into an occupation which I know is the goal toward which I have been moving all my life.

How do I know? The hungers that were there before no longer exist; the restlessness is stilled. I am no longer alone when I am alone. These are rich rewards in themselves, but far beyond these are the double rewards which have come to me in the knowledge that my new-found peace is reflected in the lives of those who are close to me; that as I have been able to "get" more for myself, I have been able to "give" more to others, and have known the added joy of giving.

No small part of the delights of my occupational traveling have come to me from fellow travelers. Many are today my fast friends. A whole host have contributed to the sum of my experience—rich relationships that would never have come to me, had I not reached out, had I not ventured.

There is the one final consideration—the material compensation. For this I believe to be true: that for most people a better livelihood follows inevitably upon a more congenial occupation.

No prospector for gold was ever offered surer reward: constructive activity, broadened horizons, new friends, peace of mind and spirit, and, who knows—the uncovering of hidden talents, and so, a new life's work!

If there is one simple truth I have learned from my journeying, it is this: Never mind where the road ends, just get started! In self-development all roads lead to Rome!

# THE NONPROFIT THEATRE

By Sawyer Falk

*Director, Civic University Theatre, Syracuse University*  
*President, National Theatre Conference*

*Editor's Note:* For notes on a selected list of nonprofit theatres, community and university, see p. 461 ff.

## *The Little Theatres*

The Little Theatre Movement, which was the root-stock of all present university and community theatres, made itself felt in the United States around 1910. It was a revolt movement, borrowing freely from the philosophies, technics, and repertories of the several Free Theatres of Europe. It protested principally against two things: first, against the meretricious professional theatre of the time, both on Broadway and in stock companies and road shows throughout the land; and second, against the kind of audience-training that these enterprises offered. Substantially, it wished to present plays of greater artistic merit in a variety of technics for a mature and discriminating audience.

The fundamental purposes, then, of the Little Theatre Movement were distinctly educational. It sought to train its participants—actors, technicians, etc.—through a ready form of self-expression, and to develop its audiences by stimulating attendance upon its activities. Hence the nonprofit theatre which was to stem from this movement was at its beginning, and remains today, a concomitant of adult education. In fact, these two educational objectives, in shifting balances, have identified the several steps in the progress of the nonprofit theatre.

In the Little Theatre phase, stress was placed principally on participation and on the opportunities afforded amateurs in community or university to find self-expression.

## *Professionalization*

In the middle period (1925-1940), the nonprofit theatre inclined to give more attention to the standard of performance and therefore veered distinctly towards a "theatre for audiences." It began to seek—and to find, in many instances—a professional level of accomplishment. This was brought about by a deliberate attempt at professionalization. Whereas, in the Little Theatre days, the nonprofit theatre had unsalaried workers up and down

the line, with the possible exception of a director, the theatre of the mid-twenties both on campus and in town playhouses hired not only competent and well-paid directors, but designers, technicians, and business personnel as well. In some few instances, as at the Cleveland Play House, a paid acting company was in residence. The "theatre of participation" was gradually turning into a "theatre for audiences."

Even at universities and colleges, what had once been a random and largely undistinguished student activity now became an important cultural instrument closely related to an ever-widening curriculum in the Dramatic Arts. Perforce, the training of the amateur dominated the policy of the university theatres; but this instruction was tempered by standards and procedures which were those of the professional stage.

Also in the late twenties and early thirties, as a natural corollary of this emerging professionalization, first-rate plants replaced the improvised and makeshift places of performance which too often identified the early period. Indeed, in many instances—at Yale, Pasadena, Cleveland, University of Iowa, University of Wisconsin, University of Indiana, to name a few—playhouses were erected which architecturally and otherwise were far in advance of the majority of professional theatres in New York City. Thus equipped and provided, the nonprofit theatres of America found themselves in 1940.

### *The Emerging American Theatre*

From 1940 to the present, the noncommercial theatre has shown two tendencies: first, at community and civic playhouses, an inclination to continue further towards full professionalization; second, in university playhouses, an inclination to stress the relationship and obligations to audiences beyond the limits of their campuses.

Acting companies in many leading community theatres have become professionalized. The amateur actor who used to be the focal point of the non-commercial theatres is being displaced. At the present time, professional companies are found in a number of well-known nonprofit theatres, including the Cleveland Play House and the Seattle Repertory Theatre. Partially professionalized companies are found in others, such as the Pasadena Playhouse and the Goodman Memorial Theatre of Chicago. Even the sacrosanct precincts of the college theatre have been invaded by the professional actor, as is witnessed by experiments with permanent companies at Stanford University and the University of Washington. However, a considerable number of the leading community theatres—the Little Theatre of Jamestown, New York, for example—still believe in the amateur actor.

In line with the tendency in universities and colleges toward a fuller realization of communal obligations, the campus theatres have forsaken their

cloistered apartness and have identified themselves more intimately with the town and surrounding countryside. They have become the theatrical seats for large areas and the principal purveyors of stage entertainment therein. A few of the places which might be mentioned in this connection are: Western Reserve University, Syracuse University, Cornell University, University of North Carolina, Indiana University, Carnegie Institute of Technology, Northwestern University, and Yale University.

### *National Theatre Conference*

The National Theatre Conference, which owes its inception partly to the interest of the American Association for Adult Education, is a nation-wide organization. It includes eighty leading university and community theatres. Its declared purpose is "collectively to serve the noncommercial theatre and to insure its stability and permanence." Hence it serves as a clearinghouse, not only for its member theatres, but for smaller groups and for individuals as well. Miss Rosamond Gilder, Editor of *Theatre Arts Monthly*, speaks of its activities in this way: "On more than one occasion the National Body has taken part in major battles against certain predatory and destructive elements in the professional theatre and has been able to wage these battles successfully. The professional theatre has come to recognize that theatres 'not organized for profit' are actually the seed-bed of the American theatre of the future." The theatres which make up the National Theatre Conference and many other cooperating units outside its ranks are the basis for a nation-wide American theatre.

# MUSIC AS AN EDUCATIONAL AND RECREATIONAL FIELD FOR THE ADULT

By Gertrude Borchard

*Music Service, National Recreation Association*

*Editor's Note:* For notes on a selected list of agencies that offer men and women opportunities for making, enjoying, and studying music, see p. 399 ff.

## *Objectives of Music Study*

Music education as a discipline and as a means of enriching life has changed as much for adults as for children in recent decades. It is not so much that meaning and content are emphasized more now and mechanics less, though that is one significant departure from older patterns. The chief change is that the learner is increasingly being taught mechanics in direct relation to the music studied, instead of as an end in itself, or as a tool whose real usefulness will become apparent only at some later time.

Where the primary aim of the engagement with music is recreational rather than educational, technical questions are naturally subordinated. But to technical questions, too, the better-trained leaders are giving attention in new ways. In the recreational field, problems of rhythm, pitch, tone production, phrasing, and the others that arise in preparing for a truly musical performance, are even less likely than in the educational field to be worked on as separate considerations. They are assimilated into the rehearsing, often without specific mention—rehearsing which has but one goal, rendition that shall be pleasing to the audience and to the participants, especially to the participants.

Generally speaking, relaxation, emotional release, personal satisfaction are more frequently the objectives of music study for adults than for younger people. And who shall say that they are not as legitimate as any other possible aims? For the adult without previous training, it is in most cases too late to adopt music as a career for either concert or teaching purposes. The chief call for music education by men and women is either from those who want to carry on further with the little they had as children, or from those who, as adults, have realized the need for music in their lives. The latter may wish to take more direct part in making music, or they may want to become more intelligent listeners. So it is only to be expected that recreational values will be stressed. But even if this is done at the expense of the more

formal type of education, it may still be to the ultimate enrichment and vitalization of that type.

### *Music Appreciation*

For those who desire to supplement their musical background, and who are not satisfied that the music they hear on the radio and phonograph is sufficient for the purpose, music appreciation groups, with organized programs of study, offer probably the best opportunity. Such groups do not take the place of actual instruction in voice or instruments, but they may well increase musical understanding and develop taste, in ways that are beneficial to such instruction if it is undertaken, and that serve also as an aim in themselves.

In these days when programs of the best music, classical and modern, are accessible to all, there is implicit the challenge to a more cultivated standard of listening. When an audience has become conscious of basic principles, and has learned to discriminate beauties of pattern, its reception is more intelligent and its enjoyment keener. A mere vague sensing of the principles and the beauties leaves their appeal still largely undiscovered. While there will always be those who "do not know anything about music but know what they like," there are others, in growing numbers, who appreciate that the more you bring to an experience the more you get out of it. It is the members of this large and growing group who are filling the "lecture recital" series, not only in the big cities but also in many smaller ones, where there are eager ears for talks on the history and development of music, and sometimes on more technical matters. Such talks are best when they include a minimum of exposition and a maximum of illustration, on the piano and other instruments, or on records. Probably the lead in this direction has been given by the music clubs and by school and college courses. The impetus has been supplied in the main by radio programs of the higher type.

### *Group Singing*

When the thirst for education in the adult includes actual performance of music, singing is by far the most popular avenue of approach. For one thing, everybody has a voice, and somewhere in the depths of nearly everyone's heart is the desire for self-expression in song. That desire may not reach fruition beyond humming and whistling familiar tunes, but increasingly it is coming to take in more—joining with others in group singing; learning to read notes; choir work; part singing; membership in choral organizations; rendering with beauty the masterworks in cantata, oratorio, opera, and the larger choral forms generally.

Organizations such as the People's Chorus of New York and the Choral

and Instrumental Music Association of Chicago are a Mecca for men and women who want the pleasure and the cultural advantage of taking part in a vocal ensemble, under expert leadership and with serious purpose. Highly trained adult choruses are a major factor in the Cincinnati Musical Festival, which has given delight to that city for more than 50 years.

There are also many well-established men's singing societies, some of them affiliated with the Associated Male Choruses of America. An interesting recent development in the expansion of this activity is among the employees of industrial plants.

Recognizing that many of the people who want to take part in the choruses have had little or no musical background, many of these organizations are now divided into grades of membership—beginners, intermediates, and advanced. Because musical training in the schools has attained new records for extent and quality during recent decades, most of the high-school graduates who enter the choruses have fair ability in reading music and have had practice in part singing. They are, therefore, placed in the intermediate or advanced sections. Often, however, the best voices are found among the entirely untrained, and to these and others is given elementary instruction in the use of the vocal organs. Such instruction helps speech as well as song. It would be a boon to this country if all Americans could share in it.

Opportunities for adults interested in ensemble music are being given by the recreation departments in a number of the larger and medium-sized cities. The departments in these cities are well organized and have leaders who are aware that music is an ideal form of recreation for large numbers of people not reached by sports or playgrounds. Typical of the offerings in such cities is the following announcement from a bulletin of the San Francisco Recreation Department:

The Department offers an opportunity for young men and women interested in choral singing to join one of the three groups which meet every Monday night at Everett Junior High. The girls come from their work to sing in the Girls' Choir at 6:00 o'clock. Later more young women and men come to sing in a Mixed Chorus, which now numbers around 60. Finally at 8:00 o'clock, the girls are excused and some 25 young men use the last hour for their glee club.

For those adults who are instrumental musicians, the Department offers an opportunity to play in the Recreation School Auditorium at 8:00 o'clock on Wednesday evenings and sometimes on Monday evenings. Other Mondays are given over to auditions for those who wish to join the orchestra. Appointments for auditions may be made through the Music Office. . . . We would be especially happy to hear from cellists and bass violists for auditions.

Fifty persons are meeting at present to read and study fine music. Their rehearsal on Wednesday evening, May 7, will be open to visitors as a special recognition of Music Week. The following program will be presented: *Prelude*

and *Fogué*, Bach-Caillet; *Impressario Overture*, Mozart; *Unfinished Symphony*, Schubert; *Three German Dances*, Beethoven; *Chit-Chat Polka*, Strauss.

Public recreation departments generally are giving more attention to music. According to a recent issue of the *Recreation Yearbook*, published by the National Recreation Association, there is an increasing number of choral groups, opera groups, symphony orchestras, and smaller vocal and instrumental groups open to the public. The number of cities reporting organized choral groups, for instance, increased by 45 per cent in a five-year period.

### *Instrumental Ensemble Work*

Instrumental ensemble work is somewhat more exclusive in its appeal than vocal. One clue to the reason is given by the word "audition" in the San Francisco invitation. He who cannot contribute the voice of a particular instrument, played accurately and in tune, is a menace to the collective voice of the orchestra or band, even though he may never play a solo passage or occupy a first desk in any of the choirs into which the group is divided.

There are several ways open to the aspiring instrumentalist who desires the deep satisfaction of playing beautiful music in harmony with others, whatever the limitations of his previous experience. One is, of course, lessons with a teacher at a music school or outside. Many schools and conservatories are making special provision for the adult beginner. The trend, however, is not so much toward individual instruction as toward small group instruction. Most instruments lend themselves well to the group type of instruction. Sometimes the first rudiments are given individually, and the student is placed in a group after a few private lessons.

One advantage of the group procedure is that as it advances it readily transforms itself into a sectional rehearsal for participation in the full orchestra. Another advantage is, of course, the reduced cost for each member.

Orchestras for youth in the post-school years, in community centers and neighborhood houses, business and professional men's orchestras, and women's orchestras—all amateur—have been springing up in cities and smaller communities clear across the country. Some in the larger cities rank with professional organizations and employ professional musicians for a few of the instruments, when they give public performances. At the present rate of growth, groups with more or less full instrumentation will be functioning in most cities of more than 50,000 population within the next ten years. It is to be hoped that they will provide for the less skilled as well as for the more skilled by having preparatory orchestras or instrumental training sections. Here is a real field for the ambitious and community-minded conservatory graduate who has organizing plus teaching ability.



It is possible to learn to play an instrument by correspondence, and also by means of the radio, with an instruction manual. The methods worked out by a few correspondence schools are so good and their means of checking on their students' progress are so effective that they can show worth-while results, especially for such instruments as the clarinet, trombone, and flute, and in the earlier grades. Phonograph records for accompaniment and comparison are sometimes an adjunct of such instruction. For the violin, cello, French horn, oboe, and others of the more difficult or temperamental components of the orchestra, individual or group instruction by a teacher is probably to be preferred.

Then there are the fretted instruments like the guitar, mandolin, and banjo. The essentials are not too difficult to grasp in a reasonably short time, but artistic playing is another matter. Lists of schools and teachers may be obtained through the American Guild of Banjoists, Mandolinists and Guitarists. There are also magazines in the field. Music stores in which these instruments are sold sometimes provide beginning lessons or refer customers to competent teachers.

### *Piano and Organ Playing*

For many people the piano possesses the greatest attraction of all the available means of making music, and they are willing to put in the time and effort to learn to play it. The appeal of the piano is in its versatility, its beauty of tone, and the fact that it approaches closest to the richness, range, and color of the orchestra. It may be used as a solo instrument or for accompaniment, and in the latter capacity it has no equal. But it requires study and it can not be played with pleasure to the listener except by a performer who has a well-developed musical sense.

Happily, there are now means of acquiring the necessary skill without the years of dull practice which made the piano so formidable to past generations of children. It is possible that the desire of many adults to play for their own enjoyment, and without the drudgery of the oldtime methods, has had its share in streamlining and otherwise improving these methods. In any event, individual instruction is a much pleasanter and shorter road than it used to be, except perhaps for the aspiring public performer. The elements are learned in the course of mastering simple but attractive "studies" and "pieces." Finger dexterity is similarly acquired, sometimes with mechanical aids that might not be successful with children.

The introduction of group instruction for adults a decade or so ago was a distinct advance, and is a practice especially well adapted to their needs. It brings in the social element, the incentive of emulation, and naturalness in playing before others, all of which are unusual to the private lesson. Proceed-

ures in the piano class are different from those of individual instruction and require a teacher trained in this type of work. Significant progress may be anticipated in group piano teaching, with ensemble playing on two or more pianos as part of the course.

Interest in playing the organ has also increased. Some types of organ do not differ radically from the piano, and some are easier to play than the piano, but these are not so adaptable to all types of music. The smaller pedal organs are excellent for informal vocal gatherings and for home singing, and are of valuable assistance in schools and recreation centers. It is to be hoped that more adult volunteers and paid workers will become interested in them. Learning to play the pipe organ is far more difficult, except for one who is already proficient in playing the piano.

### *Summing Up*

Summing up conditions for the adult interested in music study, the prospect is undoubtedly wider and more inviting than it has ever been before. To more interesting and intelligent methods of instruction have been added the opportunities for ensemble playing and singing, fellowship, and friendly rivalry.

A glimpse into still further-reaching possibilities is given us by the experience of the chorus organized by the Council for Racial Understanding of New York. Under the name of the New York Inter-racial Singers this group of 38, composed partly of Whites and partly of Negroes, gave a concert at the Town Hall, which won high praise from the music critics. The response from the audiences was equally warm. The reception accorded this group may well have indicated a new high in the social value of group music-making by men and women.

# THE PLACE OF RECREATION IN ADULT EDUCATION

By Robert R. Gamble  
*National Recreation Association*

*Editor's Note:* For notes on representative programs of activities that offer both educational and recreational benefits, see p. 433 ff.

## *The Broader Meaning of Recreation*

In the early years of the recreation movement in the United States, the emphasis was on play for children. In a relatively short time, however, recreation has come to be accepted as one of the fundamental human needs for all people, and not just a birthright for children. The general acceptance of this broader meaning of recreation has given it its rightful place alongside religion, education, health, work, and the other essentials of life. The new importance attached to recreation was illustrated in the organization, in 1906, of the Playground Association of America, which subsequently became the Playground and Recreation Association of America, and since 1930 has been known as the National Recreation Association.

The dividing line between education, particularly adult education, and recreation is as difficult to draw as it is unimportant. As with education, recreation is provided by home and family, by government, by semi-public and private institutions, and by commercial agencies. Also as with education, the heart of the recreation movement is in local communities.

## *A Well-organized Municipal Program*

A well-organized municipal recreation program is a balanced, year-round, tax-supported program for all ages and both sexes. Such a program includes games and sports, arts and crafts, dancing, social activities, dramatics, nature and outing activities, mental and linguistic activities, and service activities.

A well-organized program makes full use of park and school areas and buildings, and all other facilities suitable for recreation use, which the community affords. Professionally trained leadership is another important factor in an adequate recreation program. Though recreation for industrial workers has long been important, it took the recent war to dramatize how vitally necessary such recreation is. A recreation program for industrial workers, whether administered by industries, by unions, or by the community, should be woven into the fabric of the community program. No community program is complete until it includes also the programs of such agencies as the

Young Men's and Young Women's Christian Associations, the corresponding Hebrew Associations; Boy Scouts, Girl Scouts, Campfire Girls, and other boys' and girls' clubs; churches; settlements; private clubs; sports organizations; and commercial agencies.

The service of the many leaders who are needed to keep such a total community recreation program running smoothly cannot be bought. If it were not for the unpaid service of volunteer workers, only a small part of what is now done could be accomplished. In recent years, there has been increasing recognition of the fact that the satisfaction which the many volunteers get from their activities makes this service itself a recreation activity. Though not limited to adults, this kind of service is one which is steadily growing among adults.

### *Government Recreation Services*

Special mention should also be made of the active part taken in the recreation movement by state and federal governments. Several federal agencies have long histories of recreation service. The Federal Inter-Agency Committee on Recreation was organized in 1946 with a full-time secretary. Members of this committee include the United States Corps of Engineers of the Department of the Army, the National Park Service and the Fish and Wildlife Service of the Department of the Interior, the United States Forest Service and the Extension Service of the Department of Agriculture, and the Office of Education and the Children's Bureau of the Federal Security Agency. Establishment of the Inter-Agency Committee came as the result of a recognized need for voluntary coordination and cooperative leadership among the various agencies in order to assure the maximum usefulness of lands valuable for recreation, the provision of the many kinds of recreation needed, and the elimination of unnecessary duplication in facilities and services.

In addition to extensive recreation areas and programs maintained by some of these federal agencies, all of them also give substantial assistance to state agencies.<sup>1</sup>

State governments in their turn are showing increasing interest in their recreation programs and services. State agencies that control parks and forests, and certain other agencies actually provide recreation areas and programs in many states. State departments of education and planning; state universities and colleges of agriculture; youth authorities and libraries, among others, are also offering recreation services and program assistance to local communities. Financial aid is given in some cases; other state assistance takes

<sup>1</sup> For a full story of recreation programs and services of federal agencies, see "Recreation in Federal Agencies," *Recreation* XL, 11 (February 1947).

the form of consultant and advisory services, layout and planning services, and training services to improve standards of recreation personnel.<sup>2</sup>

### *When Education Is Recreation*

Recreation means doing the things which one really wants to do. Perhaps the real and final test of whether any activity should be considered recreational must be the attitude of mind of the person taking part in the activity. Certainly it is true that a great many of the activities which are frequently parts of programs of adult education—forums, crafts, music, dramatics—are activities which can be regarded under certain circumstances as recreation. If taking part in these activities brings a satisfaction quite apart from any other benefits which may also accrue, then recreation has played its part in the adult education program.

<sup>2</sup>For a fuller statement of the recreation services of state agencies, see "State Agencies and Recreation," *Recreation* XL, 3 (June 1946); also "Recreation Service of State Agencies to Communities," *Recreation* XLI, 6 (September, 1947).

# ADULT HEALTH EDUCATION

By Mayhew Derryberry, Ph.D.

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*Editor's Note:* For information about the health education programs of representative agencies, public and private, *see* p. 355 ff.

## *The Aim and the Forms of Health Education*

The aim of adult health education is to provide an understanding of sound health practices and motivation for health behavior which will maintain and improve the health of the general public. The accomplishment of this objective depends upon the individual's enlightenment and awakened responsibility in dealing not only with his own personal health problems but also with those of his entire community as well.

Adult education in health matters has a variety of forms. The most direct education of the individual is undoubtedly through the personal experience of a visit to a physician or clinic, the home visit by a nurse, or the advisory inspection by a sanitarian. The number of individuals reached by this method is obviously extremely limited when compared with the population as a whole and, since such experiences are generally related to one or at most only a few specific problems, the education received is confined to a single small segment of the broad field of health.

Organized classes in some phase of health provide opportunity to obtain valuable instruction on health practices. The classes, with carefully prescribed subject matter, are most frequently conducted on subjects such as nutrition, home nursing, first aid, accident prevention, infant and prenatal care. Unfortunately, their appeal generally is not wide enough to alter substantially the health habits or attitudes of the community as a whole. Enrollments are limited to persons, or groups, who are motivated by some personal experience to an interest in obtaining health information in a specific field and who are free to attend regular classroom sessions.

## *Methods, Media, Personnel*

A large proportion of the population is reached through the extensive use of mass communication methods such as newspapers, posters, pamphlets, radio, motion pictures, and other audio-visual aids. This type of educational material is being released by official and voluntary health agencies at national, state, and local levels. It has proven extremely effective in stimulating people

to an awareness of unrecognized health situations, and in causing the public to act on a problem of immediate concern. Standing alone, mass education material is less effective in changing well-established habits than when used in combination with other methods.

In some communities throughout the country, the problem-solving method, so effectively employed in other fields of adult education, is now being adapted to health education. Local leaders are being encouraged to study their own individual and community health problems. The study begins with an undesirable local situation which the people have already recognized and are eager to see remedied. It requires thorough investigation of the conditions contributing to the problem and an appraisal of the resources available in working out a solution. Throughout the study, the technical guidance of professional medical, nursing, and sanitary personnel of local official and voluntary health agencies is utilized, in order that the final plan developed may be in accord with scientific facts.

Such study reveals to those participating in it the necessity of individual and group action in order to realize better health for themselves and the community. Powerful motivation to learning is provided by their own intimate knowledge of the problem, and their personal sense of achievement is closely identified with its final solution. From such an experience, there tend to develop increased knowledge, voluntarily changed attitudes, and improved health habits.

Through a recognition that all people in the community must be brought into the study and planning activity if their health is to be affected, there emerges a form of community organization designed to fit the peculiar local situation. Through this organization an over-all consideration of community needs and a pooling of resources are effected. Educational opportunities for all individuals in the community are planned and, where considered necessary, community support for needed health services is provided.

Stimulating and assisting groups in the development of such community health education programs is usually the task of a well-qualified health educator, working under the direction of the health officer and as a regular member of his staff. To be qualified to carry on such adult health education work, an individual needs a broad training in both the natural and social sciences.<sup>1</sup>

The number of communities in which such programs are in operation is limited by the shortage of trained personnel to work in local areas. Training programs are in operation in most of the schools of public health and, as rapidly as personnel become trained, new local programs are being started.

<sup>1</sup> Educational Qualifications of Health Educators: *American Journal of Public Health*, XXXIII, 8 (August, 1943).

*Agencies*

The agencies engaging in adult health education of some type or other are too numerous to list in detail, for in recent years many groups have recognized the need for a better-informed public in matters of health. Among the organizations most active in providing educational material and opportunities are both official health agencies and voluntary health agencies. Prominent among the latter are the National Tuberculosis Association; the American Cancer Society; the American National Red Cross; the National Foundation for Infantile Paralysis; the professional organizations, such as the American Medical Association and the American Dental Association; women's clubs; civic organizations; industrial units; advertisers; labor unions; and farm groups. Coordinating the resources of so many agencies into a well-integrated plan for a community is one of the major tasks in the development of effective local health education programs.

The major need in health education today is thorough evaluation of the methods and materials now being used in the variety of programs over the country. A few studies of this nature have been initiated, and many more are being planned for the near future. For example, several public opinion polls have been conducted on the knowledge and attitudes of the public on various health problems. The Public Health Service and the National Tuberculosis Association pre-test all their health education material on a sampling of the population before it is finally issued for general public use. Similar pre-testing is being developed for materials issued by the Venereal Disease Institute.

Beyond these detailed studies, which are extremely important, there is a need for carefully controlled investigations to find the best methods of motivating health behavior. As the results of such studies become available, we may look forward to much more effective adult health education in the future.



RESOURCES

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W151

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mean, "make these words the subject of study daily during fixed periods of time."<sup>4</sup> The Rabbis also interpret the words, "and thou shalt teach them to your children" to mean that every male adult was obligated to study Torah in order to teach it to his sons.<sup>5</sup> In the days of Joshua, this commandment was repeated in these strong words: "This book of the law shall not depart out of thy mouth; but thou shalt meditate therein day and night."<sup>6</sup> That the adult was the first educational concern of Judaism is further evidenced by the Mosaic ordinance that the people be assembled every seven years so that they shall receive instruction in the words of the Torah: "And Moses wrote this law, and delivered it unto the priests, the sons of Levi, . . . saying: 'At the end of every seven years, in the feast of Tabernacles, when all Israel is come to appear before the Lord thy God in the place which He shall choose, thou shalt read this law before all Israel in their hearing. Assemble the people, the men and the women and the little ones . . . that they may hear and that they may learn.'" <sup>7</sup> It is significant that "the men and the women" are mentioned first as the objects of this educational endeavor. To them the spokesmen of the people first address themselves.

The historian of Jewish antiquity, Josephus, writing in the first century of the common era, truly summarizes the place of adult learning in the Biblical period of Jewish history when he states: "He [Moses] left no pretext for ignorance; he appointed the Torah to be the most excellent and necessary form of instruction, not that it should be heard once for all time or twice or on several occasions, but that every week men should desert their other occupations and assemble to listen to the Torah and to obtain a thorough and accurate knowledge of it, a practice all other legislators seem to have neglected."<sup>8</sup>

Talmudic literature continues the Biblical tradition in urging lifelong learning. It is replete with Rabbinic maxims and teachings on this subject. Shammai, living in Palestine in the first century, urged: "Fix a daily period for thy study of the Torah,"<sup>9</sup> and his contemporary, Hillel, added: "Say not, when I have leisure I will study; perchance thou wilt have no leisure."<sup>10</sup> Several talmudic teachers living in Babylonia in the third century have composed beautiful prayers which are to this day part of the daily Jewish liturgy, and which give expression to the importance of the religious education of the adult. The benediction cited in the name of Samuel reads as

<sup>4</sup> Yalkut Shimoni ad loc.

<sup>5</sup> Kiddushin 29 a-b.

<sup>6</sup> Joshua 1:8.

<sup>7</sup> Deuteronomy 31:9-12.

<sup>8</sup> Contra Apionem 11, 17.

<sup>9</sup> Abot I:16.

<sup>10</sup> Abot II:5.

follows: "Blessed art thou, O Lord our God, King of the universe, who hast sanctified us by thy commandments, and commanded us to occupy ourselves with the words of the Law."<sup>11</sup>

One of the most passionate utterances on the love of learning in Judaism and perhaps in all recorded literature is the following: "This is the way of the study of Torah: a morsel of bread with salt shalt thou eat, water meted out shalt thou drink, on the ground shalt thou sleep, a life of travail shalt thou lead while thou toilest in the Torah. But if thou doest so, happy art thou and it is well with thee."<sup>12</sup>

The Rabbis of the Talmud conceive adult learning in functional terms. The Jew was to study not for the purpose of acquiring mere information or of adorning himself with intellectual finery. He must study because such occupation helped him to live. Learning must lead to better Jewish living. So we are told, "Great is the value of study for study leads to action."<sup>13</sup> "Right conduct depends on study."<sup>14</sup> "He who studies for the sake of practicing merits the indwelling of the divine spirit."<sup>15</sup>

While the sages of the Talmud praised individual study, yet they were especially strong in urging group study. "Form yourselves into study circles to engage in the study of the Torah for it is best acquired through group fellowship."<sup>16</sup> "Just as one bar of iron sharpens another, so do two disciples of the wise stimulate one another in the study of the Law. . . . Just as a small piece of wood can kindle a large piece of timber, so does a student of lesser intellect sharpen and enkindle the mind of the more learned."<sup>17</sup>

During the first eight centuries of the common era, there existed in Babylonia numerous academies which served as centers of education for adults. In addition to the regular sessions of the academies, there developed in the course of time special assemblies which were held, under the name of "Kallah," twice a year just before the Spring Festival, Passover, and the Fall Festival, Rosh Hashanah. It has been astutely suggested by a modern scholar that the Hebrew word "Kallah" represents the initials of the three Hebrew words, "Keneseth Lome-de Hatorah," meaning "the assembly of students of the Torah." Thus, those gatherings, which were attended by large numbers, seem to have offered what are now known as "Extension Courses."

Such ideals and practices were bound to figure large in the folklore of the

<sup>11</sup> Berachot 11b.

<sup>12</sup> Abot VI:4.

<sup>13</sup> Kiddushin 40b.

<sup>14</sup> Sifri-Ekev 41.

<sup>15</sup> Vayikra Rabbah 35.

<sup>16</sup> Berachot 63b.

<sup>17</sup> Taanit 7a.

Jewish people. Jewish literature is filled with legends that idealize the practice of lifelong learning. The following beautiful legend occurs in the great ethical work of the fourteenth century entitled *Menorat Ha-Maor* (The Lamp of Illumination) by Rabbi Israel Ibn Al Nakawa of Spain. The central figure of the story is the prophet Elijah who recounts this experience: "One day, as I was walking along the way, a man met me and he began to mock me. I said to him: 'My son, what will you answer your Father in Heaven on the Day of Judgment?' He replied, 'I have an answer.' I inquired of him what it is and he said: 'I will say that I have neither knowledge nor understanding for I was not so endowed by Heaven.' I then asked of him: 'What is your occupation,' to which he replied: 'I am a fisherman.' I then remonstrated: 'Who taught you to take flax, to spin it and to weave from it nets with which to catch the fish from the sea? Do you mean to say that for these tasks you are endowed with knowledge and understanding while for the words of the Torah of which Scripture says: 'the word is very nigh unto thee, in thy mouth, and in thy heart, that thou mayest do it' you are not endowed with knowledge and understanding?' Whereupon he groaned with remorse and raised his voice in weeping."<sup>18</sup> In this legend we see emphasized the thought that everyone has within him the capabilities for learning—a fact which Professor Thorndike proved in his scientific studies of the subject.<sup>19</sup>

The profession of ideals and the practices of life soon translate themselves into codes of law. So it was with the Jewish views on the lifelong character of the learning process. The first great Code of Jewish Law compiled in the twelfth century by Moses Maimonides, the greatest teacher of Judaism in medieval times, states: "Every man of Israel is obliged to study the Torah, be he poor or rich, well or afflicted, young or very old and feeble; even a poor man living on charity and going about seeking alms, or one who has the care of a wife and children, must set apart periods—day and night—for the study of Torah. And thus he must do until the day of his death."<sup>20</sup>

When, four centuries later, the great Palestinian codifier, Rabbi Joseph Caro, wrote the *Shulchan Arukh*, the most authoritative codification of Jewish Law, he defined the obligation of continuous study in these words: "The duty of studying the Torah rests upon every Jew, whether he be rich or poor, whether he be in sound health or an invalid, whether he be young or very old. Even the beggar who goes from door to door, and even a married man with a large family, must appoint some fixed time for study, both by

<sup>18</sup> *Menorat Ha-Maor*, edited by Enelow, Vol. III, p. 315.

<sup>19</sup> Thorndike, Edward L. *Adult Learning*. New York, Macmillan, 1928.

<sup>20</sup> *Mishna Torah—Hilchot Talmud Torah*, Ch. I, sections 8-10.

day and by night, as it is said, 'And thou shalt meditate thereon both by day and by night.'"<sup>21</sup>

It is evident from all that has been said above that in Judaism the processes of lifelong learning are a sacred obligation, and study a universal pursuit. But where—in what place—did the Jew practice this discipline of study? Of course, many Jews studied by themselves or in the company of a select circle in the privacy of their homes, or in the seclusion of the conventicle or the academy. But for the most part, the center of learning from time immemorial has been the Synagogue. It is very likely that when the Synagogue emerged on the scene of history, it started as a House of Study, as a School for Adults. This has remained a living tradition in Jewish life. When the Jew enters his Synagogue today, he will usually find engraved over the Holy Ark, which is the repository of the sacred Torah Scrolls, the words, "Know Before Whom Thou Standest." This admonition looks down at him during the whole period of his stay in the sacred precincts of the House of God. The key word in that message is the first word: "Know!" Without knowledge, the Jew cannot truly worship God. Without mastering some of the contents of his people's religious literature, he cannot lead the good Jewish life. Without understanding, he cannot meet his responsibilities to the collective life of his people and of society. It has been, therefore, one of the supreme functions of the Synagogue, from its very beginnings, to serve not only as a House of Prayer but also as a House of Instruction.

During the past centuries, in every part of the world, every Synagogue had within it one or more Confraternities for Jewish Learning, or Societies for Jewish Study. Many of them have recorded histories that reach into the decades, and some even into the centuries. The subjects of study were from the whole wide range of Jewish literary creativity: The Psalms, the Bible and its Commentaries, the Mishna, the tomes of the Talmud, the books of Jewish Law and Lore, the writings on Jewish Ethics and Morals.

### *Present Objectives*

Some of the present objectives in adult Jewish education can be briefly stated as follows:

It seeks to revitalize in modern form the ancient Jewish tradition of having every adult Jew set aside a fixed period of time for study. Until quite recently, Jewish education in America has been almost entirely child-centered. We want now—to paraphrase Dr. L. P. Jacks—"to educate the whole Jew." We seek to provide programs of Jewish education which will be co-extensive with the whole of the life span of the Jewish man and the Jewish woman. In

<sup>21</sup> Yoreh Deah 246, 1.

this task the modern Synagogue especially has a great opportunity to build adult-centered educational programs that shall touch the lives and interests of its mature membership.

If our first objective is to educate "the whole Jew," our second is "to make the Jew whole." It is a recognized characteristic of members of all minority groups, especially if they live in the midst of an overwhelming majority that is at times hostile, to seek ways of escape from the group to which they belong. This sociological phenomenon manifests itself among a considerable portion of American Jewry. Many Jews, witnessing the dreadful ravages of anti-Semitism abroad, and in our own land exposed to the discrimination and handicaps of being a Jew, begin to doubt themselves. They question the worthwhileness of being a Jew. They wonder whether "the game is worth the candle," and they seek avenues of flight from themselves, from their ancestral heritage, and from Jewish group life. Such feelings and experiences are bound to lead to two disastrous results. In the first place, they bring to the individual Jew loss of self-respect and self-acceptance, with resulting psychic insecurity and emotional instability. Such a Jew becomes spiritually a disturbed and a split personality. There is no "wholeness" in him. Then again, Jewish escapism will ultimately lead toward the disintegration and destruction of those distinctive forms and patterns of Jewish life and thought which are the only guarantee for Jewish group survival, for Jewish collective "wholeness." The only remedy for loss of self-respect is self-knowledge. Only as the modern Jew gets to know his cultural and religious heritage will he be able to say in the words of his forebears: "Happy are we! How goodly is our portion! How pleasant is our lot!" Programs of adult Jewish education can serve as a great agency for teaching Jews the positive values of Jewish life.

A further objective of Jewish education for adults may well be to train the American Jew to become an informed and active factor in the solution of Jewish problems. With the destruction of the great European centers of Jewish life, the hegemony of world Jewry has fallen upon the shoulders of American Israel. The solution of the host of pressing Jewish problems of our times requires information, discussion, and the creation of an intelligent Jewish public opinion in America.

Finally, adult Jewish education must aid in the perpetuation of religion. The present debacle of civilization is not so much the cause as the result of a sick society. Why is the world in such a sorry plight? What really ails our civilization? The diagnosis is being made from various points of view. The Spenglerian philosopher will tell us that civilization goes through certain life cycles and that now Western civilization is in its final stages of decline and death. The political scientist will state that man is a politically



inept animal. The economist will say that man has not learned to handle the material goods of the world. There may be some truth in these conclusions. But the final answer is to be found elsewhere. It must be sought in man's spiritual shortcomings and in man's sinfulness. Modern man has made stupendous strides in material progress. He has permitted his world to become mechanized, materialized, machine-centered, man-centered. But he did not achieve a corresponding growth in moral stature. Hence, our civilization has collapsed because its ethical and moral basis has crumbled. Our world has become spiritless, soul-less, religion-less, God-less.

The story is told of a famous Rabbi who, sitting in the midst of his disciples, suddenly put the question: "Where is God to be found?" The disciples were astonished at such a question. Why, every child knows that God is everywhere; His glory fills the whole universe! The Rabbi, however, did not accept these answers. He said: "God is to be found wherever He is admitted!" What a profound insight is here expressed. What a penetrating commentary it is on the contemporary scene. For, in so many areas of modern life—be they economic, social, political, national, international—God has not been admitted.

A movement for Jewish education for adults should consecrate itself to the task of knocking at the portals of human hearts and at the gates of organized society with the plea: "Let God enter!" We should raise the cry of the great statesman—prophet, Isaiah, "Clear ye in the wilderness the way of the Lord, Make level in the desert a highway for our God!"<sup>22</sup> Alas, our world is a wilderness; our civilization—a desert. If this wilderness is ever to be changed into a human habitation and the desert transformed into an oasis, then adult Jewish education, together with other similar agencies, must help men nurture their spirits, must aid them to grow in moral stature, must educate mankind in the arts of constructing a world guided by religious principles, must hold before the eye of man the vision of a civilization that is God-centered.

### *Agencies*

With these broad objectives in view, there are carried on in this country a great variety of Jewish educational offerings for adults. These are sponsored by various national and local Jewish agencies which may be grouped under the following four headings: (1) National Jewish Religious Organizations; (2) Colleges or Schools for Jewish Study; (3) Bureaus of Jewish Education; (4) National Jewish Secular Organizations.

The organized forces for Conservative Judaism and for Reform Judaism each provide educational programs for their constituent congregations. The

<sup>22</sup> Isaiah 40:3.

National Academy for Adult Jewish Studies, Organized in 1940, is the central agency for adult Jewish education among the Conservative congregations of the United States and Canada. The American Institute for Jewish Education, sponsored by the Union of American Hebrew Congregations and the Central Conference of American Rabbis, directs adult educational activities among the Reform Congregations.

In the larger communities there are in existence well-established Colleges or Schools of Jewish Studies with programs for adults that vary in scope and in intensity.

Many Jewish communities have Bureaus of Jewish Education and a great many of them conduct programs for adults. Some of the Colleges of Jewish Studies are conducted by the local Bureaus of Jewish Education. Other local Bureaus offer less extensive programs for adults.

Every national Jewish organization provides some kind of educational program for the groups and individuals affiliated with it.

In conclusion it may be said that all who are engaged in the work of adult Jewish education feel that we are now standing only at the threshold of what promises to become a great structure of Jewish culture in the Jewish community of America.

## CATHOLIC ADULT EDUCATIONAL ACTIVITY

By The Right Reverend Monsignor Frederick G. Hochwalt  
*Director, Department of Education, the National Catholic Welfare Conference*

*Editor's Note:* For information about the educational programs of a selected list of Catholic organizations, see p. 441 ff.

### *The National Clearinghouse*

The National Catholic Welfare Conference was founded by the Catholic Bishops of the United States to promote Christian life in the nation. Established in Washington in 1919, the Conference serves as a clearinghouse for Catholic activity in the United States. It is presided over by an Administrative Board of Bishops selected by all the Bishops of the United States each year at their annual meeting. It is organized in eight departments, all of which are concerned with the many problems, social, civic, and economic, which confront the people of the world. Each department is under the direction of an expert in the particular field. Under his guidance, study and research work are conducted. The results of these activities are recorded in pamphlets, articles, and news releases.

### *Department of Lay Organizations*

One of the most effective channels in the dissemination of information is through the Department of Lay Organizations, which consists of the National Council of Catholic Men and the National Council of Catholic Women. Affiliated with these two Councils are most of the lay organizations of the country. Both Councils are doing effective work in the field of adult education.

The National Council of Catholic Men, for example, conducts three network radio programs, the Catholic Hour (National Broadcasting Company), the Hour of Faith (American Broadcasting Company), and Faith in Our Times (Mutual Broadcasting System). All these programs explain Catholic teaching to nationwide listener audiences. One of the series includes a program by Catholic laymen, who present the Church's teachings on economics, sociology, and international affairs.

In addition to the radio programs, the N.C.C.M. channels out to its more than 2,500 affiliated groups and organizations the results of the research and work of the other departments of the National Catholic Welfare Conference. Moreover, through its cooperation with the National Organization

for Decent Literature, the N.C.C.M. acts as an educational agency in pointing out the dangers of bad literature and stimulating the circulation of good literature.

The National Council of Catholic Women also acts through affiliated groups and organizations in the presentation and discussion of important issues, with emphasis on problems in the fields of education, community welfare, family life, and parenthood. Biennial national conventions and regional conferences, held in alternate years, serve to highlight the subjects of current interest. In addition, a continuous program of action, guided by national committees in the four fields listed above, is carried on as part of the activities in each of the affiliated organizations. It is estimated that this program serves a membership of about five million women.

### *Departments of Education and Youth*

The function of the Department of Education is to serve the Catholic educational system of the United States. Each diocesan school system is an independent unit. The Department acts as the medium by which these school systems can exchange points of view, educational materials, and other forms of assistance. The chief reason for the existence of this Department continues to be cooperation with all local, state, and national movements for the improvement of American education, Catholic and public.

The Department accordingly gathers statistics concerning Catholic education; supplies information about Catholic education to educators and to the general public; serves as an advisory agency in the development of Catholic schools; acts as a connecting agency between Catholic educational activities and government educational agencies; and continually strives to safeguard the interests of the Catholic school.

The Youth Department assists with religious, social, and recreational programs, vocational guidance, and cultural activities of Catholic youth groups throughout the nation.

Most of the Catholic dioceses have appointed youth directors whose organizations are affiliated with the National Catholic Youth Council, which is sponsored by the Department. The College and University Sections of the Council include as affiliates both the Newman Club Federation, embracing one hundred and twenty-five, or more, Catholic clubs at secular educational institutions; and the National Federation of Catholic College Students, embracing a total of more than one hundred student organizations.

### *Legal Department and Bureau of Immigration*

A clearinghouse of information on legislation in Federal and State Legislatures which affects Catholic interests is provided by the N.C.W.C. Legal

Department. This Department analyzes legislation and court decisions concerning matters of social and religious interest and provides information to the various departments of the Conference.

Thousands of immigrants have been aided by the Bureau of Immigration, which assists refugees and other persons coming into or leaving the United States. This Bureau functions directly under the Executive Department. It facilitates matters of passports and visas; aids worthy detained immigrants, persons facing deportation, and alien visitors requesting change of status or extension of temporary stay; and furthers reunion of families separated through immigration difficulties. The Bureau maintains branch offices in New York, on Ellis Island, and on the Mexican border. In addition, the Bureau, through the National Committee on Immigration of the National Council of Catholic Women, in many cities is conducting classes in Americanization and naturalization for foreigners, and in homemaking for mothers.

### *Social Action Department*

The Social Action Department sponsors several types of work which can properly be classified under the heading of adult education:

1. *Catholic Conference on Industrial Problems.* This Conference, which was organized in the twenties as an auxiliary to the Department, annually sponsors seven or eight two-day meetings on the relation of Catholic teaching to current economic and social problems. Three sessions are held each day, with the speakers being drawn from the ranks of business, labor, the government, and the Church. From time to time, the Conference circulates pamphlet material to its membership, and at all times it stands ready to assist in the planning of local social action meetings and discussion groups.

2. *Social Action Schools for Priests.* The Department conducts two or three summer schools for priests to keep them informed on current economic and social developments and to deepen their knowledge of Catholic social teaching. In addition, a monthly social action bulletin is sent to 2,000 priests in all parts of the country.

3. *Catholic Labor Schools.* The Department does not sponsor Catholic labor schools, but it tries to act as a servicing agency for the directors of the numerous parish and college labor schools throughout the country.

4. *Institute on Industry.* The Department conducts a summer school for working girls and another for the women who are directing the social action work of the diocesan councils of Catholic women.

5. *Institute on International Relations.* This Institute for Catholic college students is sponsored annually by the Catholic Association for International Peace, another auxiliary to the Social Action Department. The Catholic Con-

ference on Industrial Problems also sponsors regional meetings from time to time, and, like the Department itself, publishes pamphlet material and provides other services for local and regional forums, schools, and discussion groups.

### *Press Department*

The Press Department has developed the N.C.W.C. News Service, which occupies a place in Catholic journalism similar to that of the Associated Press and other international news-gathering agencies in the field of secular journalism. The News Service provides approximately 50,000 words a week of national and international news, a feature service comprising articles of interest to all members of the household, and a picture service illustrating the Catholic events of the world. It also syndicates special articles by leading Catholic authors on subjects of timely interest. The News Service serves the Catholic Press in the United States and in more than thirty other countries of the world. The Press Department also sponsors a Spanish-language news service, *Noticias Catolicas*, which counts some of the largest dailies in Central and South America among its subscribers.

### *Confraternity of Christian Doctrine*

The Confraternity of Christian Doctrine, which has its National Center at N.C.W.C. headquarters, carries on an extensive program of religious education and has developed the nation-wide religious vacation school movement. One of the chief objectives of the Confraternity is to give religious instruction to Catholic public school children through religious vacation schools, through instruction classes during the school year whether on "release time" or otherwise, and through religious discussion clubs. It promotes religious discussion clubs for adults and religious education of children by parents in the home. Each diocese carries out its own Confraternity program as the Bishop may direct. Diocesan directors of the Confraternity have been appointed in more than a hundred dioceses in the United States. The National Center acts as a service agency for the diocesan officers.

### *Publications*

All departments and bureaus of the National Catholic Welfare Conference issue at regular intervals pamphlets on the subjects in which each of these divisions is concerned. These pamphlets are issued direct to individuals or circulated through the Catholic parishes of the United States. *Catholic Action*, the monthly publication of the National Catholic Welfare Conference, records monthly the work of the Conference and its affiliated organizations.

Its regular features of current news and special articles are designed to help every Catholic organization and individual.

Another means of bringing the N.C.W.C. program in its varied fields to adult groups is through the work of the N.C.W.C. Study Club Committee. This group is made up of representatives of all N.C.W.C. departments and bureaus. Its chief function is to prepare for each month's issue of *Catholic Action* an article and outline for forum and discussion club use. These outlines reach all the readers of this monthly publication, who include the officers of 7,000 organizations of men and women affiliated with the N.C.W.C. Department of Lay Organizations.

# PROTESTANT CHRISTIAN ADULT EDUCATION

By Dr. T. T. Swearingen

*Director, Adult Work and Family Education  
International Council of Religious Education*

*Editor's Note:* For notes on the programs of a selected list of Protestant religious bodies and local churches, *see* p. 445 ff.

## *The Early Beginnings*

For the Protestant Christian churches, adult education is as old as the Christian movement. Christianity began in a family group, and the "household of faith" has continued through the centuries to illustrate the importance of the family unit both within the home and in the fellowship of believers, which is the church. The structure and method of Christianity rest upon the power of eternal insights and purpose to alter human lives. Jesus, the Master Teacher, assumed that the men and women of the first century and, therefore, those of any century could modify their lives as a result of exposure to new ideas and the discovery of new implications of age-old truths.

The early history of the Christian movement is an unfolding narrative of the founding of fellowship groups or churches. This practice represented a philosophy of learning; namely, that the primary source of learning is association with people. It follows that, if we are to learn to be Christian, we must associate with people who exemplify Christian ideas, Christian attitudes, and Christian behavior. The great apostle Paul invested an important portion of his life in forming these small groups of Christian believers. The letters that he later wrote to the groups he had formed, instructing them in the meaning and art of Christian living, were read regularly in their meetings. These letters, which became a part of our New Testament, might be called the first Christian adult education electives.

The Protestant Reformation, by giving the Bible to each Christian believer, re-emphasized the capacity of individuals to read, interpret, and apply the insights and principles of the Christian faith as a basis for the re-direction and enrichment of their lives.

The central place of the Protestant pulpit illustrates a faith in Christian interpretation and challenge, and emphasizes the natural Christian expectation that men who have a high destiny may be led toward its achievement. The creation of Christian literature suggests the same belief. The output of



a modern publishing house may never be thought of in relationship to the personal letters of St. Paul, but in our day church leaders are still writing to the churches in the belief that men can and will learn a better way. The early methods of adult teaching, as well as the more formal present-day Protestant programs of adult education, all rest upon the conviction that adults can improve.

Beginning in the 19th century, the informal teaching of the churches was supplemented by a growing Sunday School movement. The Sunday School, however, was not immediately nor readily accepted; on the contrary, in many cases it was actually opposed by individual churches and denominations. Records of some local churches show that they have taken action forbidding a Sunday School to meet in the church building, and there are some denominations that still stand out against the Sunday School, mainly upon the ground that men are attempting, through their own teaching efforts, to accomplish something which God alone can achieve. Another attitude, all too prevalent, has been that, while the Sunday School is good for children, it is questionable for young people, and unnecessary for adults.

### *Modern Developments*

A major development of the present century is that Protestant churches have moved from the idea of teaching as an optional function to a realization that it is a responsibility which they must not and can not evade. To teach or not to teach is not the question. The churches today ask, rather, what shall be taught and how effective can the teaching be? Thus a church no longer thinks about *having* a school, but recognizes that it *is* a school. The significance of this development for adults is obvious. The Protestant philosophy, then, is that adults *can* learn; and that the church has a responsibility for using every possible method, formal and informal, to guide this learning for Christian outcomes. Christian adult education assumes everything that adult education in general assumes, plus the tremendous power of religion; a power so great that men have used the strongest words they knew to describe it—such words as conversion, regeneration, new birth.

The content and method of adult teaching have become, therefore, major areas of effort and concern. Following the lead of Jesus in the first century, Horace Bushnell, in the last century, and modern educators in our own time, have taught that persons, not institutions, should be the center of attention. This shift of emphasis, while not universally accepted and, even where accepted, not perfectly applied, marks an important achievement in the upward climb of the church toward reality both of insight and of practice. The whole Protestant Christian movement shows unmistakable signs of this influence.

There are three areas in which this influence is especially clear. The first is the present-day emphasis upon the importance of the family. More denominations today than ever before have employed national staffs, giving full time in this field. At least one State Council of Churches and Christian Education has a full-time director of Christian Family Life. Many denominations have national directors of adult education, and in most instances these persons are asked to give special attention to parent education and home religion. The International Council of Religious Education and the Federal Council of Churches of Christ in America, representing the cooperative effort of more than forty denominations, each has special leadership in Christian Family Life. These two agencies, together with the United Council of Church Women, join in what is known as the Inter-Council Committee on The Christian Family. The Committee has two purposes: one, to serve as a clearinghouse between the agencies; the other, to act for Protestantism in the annual observance of National Family Week, which, since 1942, has been conducted as an inter-faith project, endorsed by the President of the United States. The Inter-Faith Committee sponsoring National Family Week is made up of one representative each from the Jews, Roman Catholics, and Protestants.

The second important development is to be found in the broadening scope of adult teaching. Though, historically, the teaching work of the church consisted largely of indoctrination in the principles and tenets of the various faiths, the Protestant church today views itself increasingly as a channel through which religion becomes a force for constructive change in all areas of human experience.

This particular trend was well illustrated in the program of a national postwar planning conference, held through the cooperation of eight national agencies and twenty denominations. The study areas discussed at the conference included: World Order; Relief and Rehabilitation of War-Stricken Peoples and Areas; Evangelism; The Christian Family; Civic and Political Action; Stewardship; Social Welfare; a Christian Economic Order; Minority Rights and Group Tensions; and Christian Missions at Home and Abroad. These topics are characteristic of study courses now provided for local churches by most Protestant denominational Boards of Education in the United States.

For more than a decade, adult education in Protestant churches has been using a simple formula of "seven areas of experience" as a guide to comprehensive program-planning. These areas are: (1) The Bible in Life, (2) Personal Faith and Experience, (3) Christian Family Life, (4) Church Life and Outreach, (5) Community Issues, (6) Basic Social Problems, and (7) World Relations. This formula has given local churches a means by which to

test their adult education programs for good balance and comprehensiveness; it has also provided a scheme for the organization of formal elective study. Thus, the frontiers of religion have broadened, and the adult education provided by the Protestant Churches is no longer limited to teaching about religion. Instead, it now reaches into every area of human experience, seeking to interpret the ways in which men and women may be guided by the insights of Christian Faith.

A third development, closely related to the second, is emphasis upon the place and importance of the community. The church is slowly recognizing that the community represents a fact and a force of education that must not be ignored. The effectiveness of brief formal periods of teaching on Sunday, as compared with the power of the week-long influence of community ideas and values, is being honestly examined. The traditional urge for the Christian may have stopped short at the goal of being as good as possible in a bad situation, but the present-day urge goes far beyond that goal. The Christian is now taught that he cannot be as good as possible without attempting to change the bad situation. Uncritical acceptance of the world in its present state as "the best of all possible worlds" is not a Christian virtue. Accordingly, Christian adult education moves today in an area of challenge to everything which places an obstacle in the road to abundant living for every person. Vital adult learning takes place, it is believed, not only when adults study the truths and insights of religion, but also when they grapple with the problems involved in using these insights in everyday life.

### *The Basic Belief*

The adult education of Protestantism is based upon the belief that adults are of special importance. This view does not lessen the needs of children and youth, but simply recognizes the central role that adults play in our world. Unless adults can change, little hope can be held either for children or for youth. As parents, adults function as teachers in the primary social unit of the family. As churchmen, adults are both the teachers and the living examples of Christian thought and practice. In the community, from hamlet to global affairs, adults manage the world. Thus, Protestantism, believing that adults are important and that they can learn, emphasizes the basic role which they must play in family life; interprets religion realistically in relation to every human experience; and seriously attempts to release a force in community life which will reshape it to a non-pagan pattern.

# PUBLIC SCHOOL ADULT EDUCATION PROGRAMS

By Thomas A. Van Sant

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*Editor's Note:* For notes on some of the outstanding adult education programs conducted by state departments of education, city systems, and special public schools, see p. 412 ff.

## *The Challenge*

As ever-mounting numbers of adults have recognized the need for acquiring new knowledge, learning new skills, and carefully reconsidering old attitudes, they have turned questioning and appraising eyes upon their public schools. These are the institutions developed by democracy to ensure an intelligently informed and ably trained citizenry. Naturally the thought wells up and persists in the minds of citizens, "If education is not something that can be confined to childhood, but needs to be continuous throughout life, then the public schools must increasingly accept the responsibility for providing educational opportunities for all age groups, and must assume an ever larger share of a community-wide program of adult education."

## *Early Answers*

Back in the 1830's and the 1840's, when public school systems were strengthening and deepening their roots in American soil, evening classes for out-of-school youth and adults were among their earliest services. These classes gave many an adult who had not been fortunate enough, as a child, to go to or through common school a second chance to do so, thus fulfilling the democratic ideal of equal opportunity for all. Most of the developments in public school programs of adult education in the latter half of the nineteenth century, and until the 1920's, were truly epochal forms of growth extending upward to include evening high schools and outward to encompass vocational training and the preparation of alien residents for naturalized citizenship. This growth in both directions was steady and continuous except for lulls during the Civil War, the Spanish-American War, and the First World War. After each war period, however, there was a resurgence of interest in public school adult education which showed itself in sharply rising totals of evening school attendance. This same tendency repeated itself after the Second World War with a bulge in the demand for traditional evening school programs.

Something new too happened to the program of public school adult education after the First World War. To many groups and individuals there came a slowly dawning awareness of the truth that, in the modern world, adult education is not only important but virtually indispensable. Then the obvious truths that had formed the basis of previous services were "discovered" and memorialized in journals, books, reports of research projects, and doctors' dissertations. With solemnity, it was announced that there was proof that adults could learn and actually did learn, particularly when they were spurred on by need or by genuine interest.

Along with these "new" discoveries, there developed a program of wholesome analysis and criticism of what was going on in public school classes for adults throughout our country. Here again, the obvious was propounded and discovered. Public school adult education at that time was largely conducted by day-school teachers, using courses of study, books, materials, and physical facilities designed for young children or high-school boys and girls. That out-of-school youth and older adults came to evening school at all under such conditions attested the great faith of our people in education—any kind of education. Undoubtedly, these conditions were directly responsible for the 50 to 75 per cent "drop-out" of students that many public evening school classes experienced.

As a result of the searching and objective evaluation of public school adult education programs, there slowly and haltingly got under way an attempt to revise courses of study by doing more than merely to simplify or to shorten them. Even at the present time, however, courses of study or text materials designed specifically for adults are shining exceptions, for in this field, as elsewhere, there is a disheartening gap between the best that is known and what is found in common practice.

### *Present Happenings*

Fortunately for human progress, however, a disheartening gap not infrequently acts as a challenge to action—a challenge that refuses to be denied. This is what is now occurring in public school adult education programs. No longer are public school programs the concern of professional public school educators only. Adult education councils of various types—neighborhood, community, city-wide, state-wide—are springing up and blossoming everywhere: in rural and urban communities; in favored and less-favored areas. These councils are concerned with adult education—the education of all adults—because intelligent, public-spirited men and women see today more clearly than ever before that it is the adults who set the pace and stamp the pattern of life in every community. They know, too, that forces are abroad in our world which can be controlled only by an educated, in-

formed adult populace. And they realize that waiting for a better-educated next generation to grow up and take over is an outmoded attitude which stems from lazy, wishful thinking.

As a result, in ever-increasing numbers of localities in our country today, public schools are developing more extensive and richer adult education services. Many of these services are still heavily imbued with the "second chance" philosophy, the idea that the main purpose of adult education is to compensate for educational opportunities which were missed in earlier years. But adult education programs are being led by the public itself to take on diversified new activities.

There are, for example, testing and counseling services that help adults to estimate their own abilities more accurately and to understand more fully the meaning of their past experiences. Then there are democratic discussion groups of different kinds—panel discussions, lecture discussions, symposium discussions. Public forums are provided in equally wide variety—film forums, radio forums, book forums, forums dealing with cultural subjects. These and other types of groups for "talking," study, and research, enable the adults of a community to come together to recognize their common problems, discuss what is involved in these problems, and take stock of existing resources for meeting them. Plans for action come next, involving decisions as to what steps are to be taken, and how, and when, and by whom.

Adults are given opportunities to follow up their special interests through study and activities in dramatics, parent education, health, nature study, and many other subjects. They may, if they wish, make a "Great Books" tour of the world of thought and return home by way of an exploration of present-day economic problems. A seemingly almost endless variety of choices is opened up by a well-rounded adult education program.

Such programs approach and deal with adults, not as students of this or that narrowly defined academic subject, but as whole persons who, if they are enabled to grow to the full height of their possibilities, add value to the whole world.

### *Future Prospects*

These are some of the happenings in public school adult education today, to be observed in California, Michigan, New York, Connecticut, North Carolina, and many other states; and in Denver, Lincoln, Seattle, Chicago, Philadelphia, Baltimore and literally hundreds of other cities and towns in the United States. These things already accomplished offer a fine base and a great promise for future developments. For public schools are a most essential part of the public that is consciously planning to bring all available community educational resources to bear upon the education of adults. In

this public planning, the schools are sharing experiences; they are working *with* people rather than *for* them; they are responding to recognized needs and interests rather than attempting to induce people to accept something that someone else thinks is good for them.

Prosaically, one can cite a considerable amount of palpable evidence of the advances that public schools have made in the development of adult education programs. This evidence includes the increasing number of states and communities that now employ some well-qualified person for the specific purpose of administering, supervising, and promoting adult education services. There is also the growing number of adult education councils centered around public school programs.

Encouraging evidence of the progress that the leaders of public school adult education have made is to be found in the clarity with which they now see the weaknesses within their own programs, and the boldness with which they publicly state what these weaknesses are.

The great majority of adult education teachers and group leaders, it is pointed out, are untrained in adult leadership and are employed on a part-time basis. The salary scales are so low that they do not attract enough of the most capable teachers and leaders. Colleges and universities give too little help in developing leadership training courses. There is a dearth of proper teaching materials. Adults are subjected to the routines, rules, and regulations, devised for day-school children. There is too much formalizing of registration, "pupil accounting," insistence upon educational prerequisites and sequence of courses, fussing over accreditation and evaluation of former work and experience. And again, the colleges and universities are not so helpful as they should be in conducting research studies of these and other problems that beset adult education.

Formidable though these faults may be, ability to see them and readiness to tackle them are the essential first steps toward correcting them.

A final and very important proof of progress is the willingness of the public schools to work along with other community adult education groups and to accept a residual responsibility that would include an evaluation of the adequacy of the adult education program as a whole. Here the emphasis would center upon sharing resources—materials, leadership, and experience—in order to fortify, to support, and to extend, wherever possible, the programs of educational organizations and agencies, other than the public schools, which are serving or have a chance to serve the public faithfully and well. For public school adult education leaders realize today more fully than ever before that adult education has become so terrifically consequential that there are literally thousands upon thousands of agencies and organizations that have adult education either as their primary purpose or as a con-

siderably important part of their objectives. And fruitful experience has shown that public schools, while never shirking their ultimate responsibility for the preparation of an informed and trained citizenry, are strongest when they recognize that they are but one of the many fine educational agencies serving the adult public in our democracy.



# STATE LEGISLATION AND ADULT EDUCATION

## *Developments of a Decade, 1936-1946*

By Everett C. Preston

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### *Scope and Purpose of This Study*

All evidence points to the fact that the actual functioning of adult education services as part of the system of free public education depends to a great extent upon the provision of adequate financial support for the leadership and services authorized by legislation. Because state legislation relating to adult education, particularly the financial aid provided, thus gives us a tangible measure of the growth of the public adult education movement, a study of the developments and changes in the legislative situation over a period of years should be enlightening and significant.

The years covered by the present study, 1936-1946, might well have been chosen to check the effects upon adult education of the world-shattering events of the decade and the almost terrifying emphasis they give to H. G. Wells' earlier warning that we are engaged in a race between education and catastrophe. The fact is, however, that the choice of this period was dictated by the simple and very practical consideration that data on state legislation regarding adult education were readily available both for 1936 and for 1946.

A previous edition of the *Handbook of Adult Education*<sup>1</sup> is the source of the data for 1936. The information for 1946 is based upon replies to a letter of inquiry sent out by the Commissioner of Education of the State Department in New Jersey in March, 1946.

The following roster of states, arranged alphabetically, gives the briefest possible digest of the information for 1936, followed by a more detailed description of the legislative situation in 1946. The title of the state educational officer from whom additional information may be obtained, if desired, is given as part of each entry. State adult educational services provided for in the Smith-Hughes and George-Deen Acts are not included in the reports for 1946, though these services are occasionally referred to in the notes for 1936.

<sup>1</sup> Rowden, Dorothy, editor. *Handbook of Adult Education*, 2nd ed. New York, American Association for Adult Education, 1936. Pp. 169-79.

*Roster of States***ALABAMA**—State Superintendent of Education

1936—Total expenditure for adult education carried on in 33 counties and 6 cities, during preceding year, \$6,042.

1946—State appropriations which might be interpreted as being exclusively for adult education are: Civilian Rehabilitation, \$105,000 annually; Removal of Illiteracy, \$12,500 annually. Though an annual appropriation of \$1,253,000 for vocational education is used in part for adult education, the major portion of it is expended for in-school youth.

**ARIZONA**—Superintendent of Public Instruction

1936—No state or county financial aid for adult education.

1946—No specific funds provided for adult education.

**ARKANSAS**—State Commissioner of Education

1936—In 1933, State Legislature abolished adult education work conducted by State Department of Education.

1946—No organized program of adult education on state level other than courses related to vocational education.

**CALIFORNIA**—Chief of Division of Adult and Continuation Education, State Department of Education

1936—State funds used for evening schools as for day schools. Three full-time state supervisors of adult classes; total enrollment, all classes, 319,200.

1946—State apportionments to school districts on account of adult education made on the basis of units of average daily attendance in each school district. Amount apportioned, \$90 for each unit, but allowable deductions bring average down to about \$85. Indicated enrollment in adult classes this year, about 600,000; average daily attendance, 50,000; state apportionments to districts on account of adult education, about \$4,500,000. Now pending before state legislature a bill to increase state support from an average of \$90 to \$120 for each unit of average daily attendance. Pending bill also allows \$4,000 apportionment for each approved separate evening school.

**COLORADO**—State Superintendent of Public Instruction

1936—No direct financial aid for adult classes.

1946—A bill was introduced in General Assembly of the State of Colorado providing \$200,000, or so much thereof as might be necessary for the biennial fiscal period, July 1, 1945—June 30, 1947, to promote public adult education in Colorado as provided for in Section 94, Chapter 146, C.S.A., 1935. Bill failed to pass.

*CONNECTICUT*—Supervisor of Adult Education, State Department of Education

1936—State pays \$4 for each pupil in average attendance for 75 sessions of two hours each; also 50 per cent of salaries of 21 local directors of adult education, properly certified and approved.

1946—Chapter 253 of the Public Acts of 1943 provides for the state financial support of community programs of adult education.

Section 3. The board of education of any town having a population of ten thousand or more shall establish and maintain a program of adult classes and other adult educational activities for at least one hundred and fifty pupil clock hours per year. Instruction shall be provided in any subject upon written petition by at least twenty persons who are sixteen years of age or over. . . . The board of education of any town having less than ten thousand population may establish and maintain classes and other educational activities for persons sixteen years of age or more. In any town where twenty or more prospective students sixteen years or more of age shall petition the board of education, in writing, for instruction in the reading, writing and speaking of English, and in the rights, duties and obligations of American citizenship, such board shall provide such instruction without charge.

Section 5. The board of education of any town in which adult classes and activities are established and maintained under the provisions of section three of this act shall, annually, on the first day of July, certify to the state board of education the aggregate number of pupil clock hours of attendance at such classes and activities within the fiscal year next preceding, and said state board shall request the comptroller to draw his order on the treasurer in favor of such town board for the sum of two and two-thirds cents for each pupil clock hour so certified. . . .

*DELAWARE*—Assistant, Adult Education Bureau, State Department of Education

1936—One per cent of state appropriation for public education allowed for nonvocational adult education.

1946—Legislation authorizes provision of a service bureau for foreign-born residents. Not more than one per cent of total educational budget to be spent for adult education.

*FLORIDA*—Supervisor, Adult and Veterans Education, State Department of Education

1936—State aid for adult education in vocational subjects.

1946—Expending \$39,000 a year from contingent funds for administra-

tion of adult and veterans education. In the last legislature for \$500,000 per year. The legislature includes provision for units which will have a value in relation to the 1946 legislation is approved, substantial progress can be expected in the near future.

**GEORGIA**—Assistant, Division of Administrative Education

1936—No state financial aid to communities

1946—State Board of Education authorized to provide for adults, veterans, and physically handicapped people in trade classes. The State Trade School to accommodate people in trade classes. The State Trade School appropriation of \$100,000 as well as coming from the Smith-Hughes and Georgia General Assembly of 1946.

The Georgia General Assembly of 1946 is working for the elimination of adult illiteracy.

The Education Panel of the Agricultural Development Board has expended \$60,000 in working with community group extension programs. A specialized staff is being developed.

The board of regents has sponsored extension. Specialists have been employed to conduct other types of community meetings.

**IDAHO**—State Superintendent of Public Instruction

1936—State contributes to support of part-time instruction in agriculture, trade subjects, and home economics.

1946—Provides no state aid, but authorizes bond issue for adult education instruction, and to provide specified amounts of money. Specific amounts authorized to provide for the American residents of the State who are unable to read and write the English language to a degree required for graduation from the grade of the public schools. They are provided instruction for vocational rehabilitation, military or naval service of the United States.

**ILLINOIS**—Assistant Superintendent in Charge, Department of Education

1936—Local boards of school directors may receive over twenty-one years and pay necessary funds of district.

- 1946—Same provision as in 1936. This provision is broad enough to permit adults to be taught in all school districts in Illinois. It is interpreted by authorities on school law as authorizing, but not requiring, provision of adult education.

*INDIANA*—Statistical Officer, Department of Education

- 1936—State gives no financial aid for adult education classes except in vocational subjects.

- 1946—No legislation for the support of adult education in the State.

*IOWA*—Superintendent of Public Instruction

- 1936—State gives no financial aid for adult education except in vocational subjects.

- 1946—No state financial aid for adult education, though there are schools that operate adult education programs. The school law does authorize the board of any school corporation to establish and maintain public schools when deemed advisable for the public convenience and welfare. Establishment of an evening school is mandatory "when ten or more persons over sixteen years of age residing in any school corporation shall, in writing, express a desire for instruction in the common branches at an evening school. . . . Such evening school shall be available to all persons over sixteen years of age who for any cause are unable to attend the public day schools of such corporation."

- P.S.—A bill authorizing local communities to spend tax funds for adult education was introduced during the 1947 session of the Iowa Legislature. It passed the House, but met such determined opposition in the Senate that those who were proposing the bill allowed it to die in the committee.

*KANSAS*—Director, Vocational Education, Department of Education

- 1936—No report received.

- 1946—No legislation providing state financial aid for adult education.

*KENTUCKY*—Superintendent of Public Instruction

- 1936—State provides no financial aid but offers advisory and administrative help to private organizations engaged in adult education.

- 1946—State Legislature does not make any appropriation for adult education. The program of adult education is provided for under other divisions in the Department of Education such as, the Division of Vocational Rehabilitation and the Division of Vocational Education.

*LOUISIANA*—State Superintendent of Education

- 1936—State pays, out of a special fund, a nominal amount necessary to provide for instruction of adult illiterates.

1946—Except in various fields of vocational education, the State Legislature has not made available any funds specifically earmarked for adult education. Regular federal vocational funds, together with state matching appropriations, are used to some extent in adult education programs and for services in local communities.

**MAINE**—Commissioner of Education

1936—State provides two-thirds of cost of adult classes under certain conditions.

1946—Adult education today handled under evening schools. Section 166 of the School Laws provides for general education of adults through evening schools. A state appropriation of \$11,500 is made for this purpose.

**MARYLAND**—State Superintendent of Schools

1936—State makes no financial provision for adult evening schools.

1946—The 1946 Supplement to the Public School Laws of Maryland, Section 41A, page 18, merely authorizes county boards of education to establish and maintain day and evening schools for adults. There are no laws providing for state aid to adult education, although for years there has been an annual state appropriation of \$20,000 for this purpose. These funds have been used for promotional purposes. With the exception of the work in Baltimore, and in Alleghany and Montgomery Counties, there has not been an extensive program in adult education, although generally the state and federal appropriations for this purpose have been used and, in addition, some local communities have appropriated funds for adult education.

P. S.—The State Public School Budget for 1947-1948 includes \$4,500 for a State Supervisor of Adult Education, and the State aid to adult education has been increased from \$20,000 in 1946-1947 to \$50,000 in each of the years 1947-1948 and 1948-1949.

**MASSACHUSETTS**—State Supervisor of Adult Civic Education

1936—Commonwealth provides 50 per cent of cost of supervision and instruction in adult alien education and vocational classes.

1946—Provides a variety of state-supported adult education services, including correspondence courses, university extension, radio programs, visual instruction, and lecture service. For this work, annual appropriations are granted by the State Legislature. Fees paid for university extension and correspondence courses nearly meet the cost of these services. During the year 1945-1946 the Legislature made appropriation of \$77,780 for adult civic education. The Commonwealth bears one half the costs of teaching

adults English and the fundamentals of government. Provision of such instruction by local communities is mandatory upon application of twenty or more adult residents. These classes are under control of local school committees. In addition to being held in regular evening schools, such classes are held in factories, club rooms, and other rooms convenient for adult students.

*MICHIGAN*—Chief, Division of Adult Education

1936—State makes no financial provision for adult education classes, but state officials encourage local communities to continue and enlarge adult education programs.

1946—There was appropriated from the general fund for each of the fiscal years ending June 30, 1945; 1946; and 1947 the sum of \$250,000 for the purpose of providing an experimental program in adult education. The appropriation was under the supervision of the superintendent of public instruction, by and with the consent of the governor and of an educational advisory committee of 15 members appointed by the governor.

The purpose of this experimental program was to encourage community programs of adult education; to develop lay leadership for community service; and to analyze the methods used and evaluate the results obtained so that they might serve as guides for the development of future programs.

There is no special appropriation for adult education available after July 1, 1947. The influence of departmental support and active pressure from the Michigan Council on Adult Education are being exerted to induce the State Legislature to make provision in the State Aid Bill for reimbursement to boards of education for adult education courses and classes, approved by the State Superintendent of Public Instruction. This reimbursement would provide for approximately 13 cents per enrolled member of adult education classes per hour.

*MINNESOTA*—Commissioner of Education

1936—State pays 50 per cent of salaries of teachers of adult education classes under certain conditions.

1946—Minnesota does not provide financial support for adult education. The Legislature did provide \$4,000 a few years ago, but this provision was removed from the budget during the W.P.A. period.

*MISSISSIPPI*—Superintendent of Education

1936—State provides no financial support for adult classes.

1946—State appropriations for state adult education program (presumably introduced after 1936) were discontinued in 1944. No legis-

lation is pending which will provide any appropriation for such a program.

**MISSOURI**—State Superintendent of Schools

1936—State gives support to classes in home economics and agriculture.

1946—No legislation providing state support for adult education in Missouri. It is expected that provision for adult education will be made in some future General Assembly.

**MONTANA**—State Superintendent of Public Instruction

1936—No state support for adult education.

1946—No provision to carry on adult education programs in Montana. However, the University of Montana conducts a correspondence school.

**NEBRASKA**—Superintendent of Public Instruction

1936—Appropriation for biennium 1934-36, \$3,000.

1946—The 1945 Legislature provided \$12,000 to be used for adult immigrant education. So far as it goes, this money is used to pay one half the salary of each adult education teacher in the state. It is expected that the amount of the appropriation will be considerably increased in the near future, because Nebraska is just beginning to take an active part in immigrant education.

**NEVADA**—State Superintendent of Public Instruction

1936—No report received.

1946—Only one specific appropriation from the state for evening school work. School districts may establish evening school classes in subjects approved by the State Board of Education and be reimbursed by the State Department of Education for salaries paid to teachers of these classes at the rate of \$1.00 per hour of teaching time. There are regulations regarding the number of students in average daily attendance and the size of the classes. To date, the classes which have been established under this evening school program are in Americanization, naturalization, English, business courses, Spanish, and similar subjects.

**NEW HAMPSHIRE**—Deputy Commissioner

1936—State makes no appropriation for adult education.

1946—No legislation providing for financial support for adult education.

**NEW JERSEY**—Director, Division of Adult Education, State Department of Education.

1936—No report received.

1946—State financial support for adult education is limited to an annual appropriation of \$15,000 for payment of one half of the local costs of teachers' salaries for citizenship and Americanization



classes. Also a Division of Adult Education has been established in the State Department of Education.

P.S.—Legislation was introduced in the 1947 session of the State Legislature asking for an appropriation of \$250,000 to aid local communities by payment of one half of the costs of administration and supervision, and payment of the costs of instruction on a matching basis by the state up to \$2.50 per class hour. This legislation was not passed.

*NEW MEXICO*—Director of Secondary Education

1936—No provision for state aid to adult education.

1946—No legislation or financial provision for adult education on the state level.

*NEW YORK*—Chief, Adult Education Bureau, Department of Education

1936—State gives no aid to local communities for adult education.

1946—State financial aid is given to any district maintaining an approved adult education class. The rate is \$2.50 for each such class multiplied by the number of class periods. There are specified requirements regarding the length of class periods, the number of students, the qualifications of teachers, subjects taught, etc. Approximately \$1,000,000 will be paid during the current year in state aid for adult education to communities. A special appropriation of \$100,000 made at the last session of the Legislature provides for the development of the services of the State Bureau of Adult Education including leadership training.

*NORTH CAROLINA*—State Superintendent of Public Instruction

1936—No state aid to local communities for adult education.

1946—No state funds available at the present time for a program of adult education. However, some sort of proposal to the next General Assembly is being contemplated.

*NORTH DAKOTA*—Superintendent of Schools

1936—No state aid to local communities for adult education.

1946—About twenty-five years ago, the North Dakota Legislature passed a law authorizing evening schools. For a period of ten years, a modest yearly appropriation was made, but largely because of sparse population, the evening school program did not work out. The law still stands, but there is no appropriation.

*OHIO*—Superintendent of Public Instruction

1936—State gives no financial aid to local communities for adult education.

1946—The State Department of Education does not have an appropriation for adult education.

**OKLAHOMA**—Assistant State Superintendent

1936—State gives no financial aid to local communities for adult education.

1946—No provisions for the financing of adult education. No organized program for adult education.

**OREGON**—Superintendent of Public Instruction

1936—State gives no financial aid to local communities for adult education.

1946—State makes no provision for financial aid to districts in connection with adult education.

**PENNSYLVANIA**—Chief, Extension Education Division

1936—State law makes extension education for adults part of state program of free public instruction. State gives aid to local communities for adult education, ranging from 25 per cent to 75 per cent of minimum salary of teachers. Law makes provision of adult education mandatory under specified conditions.

1946—School laws make extension education (public adult education) an integral part of the public schools. All legislation governing day schools is equally applicable, when pertinent, to extension-education activities.

Aid to local communities continues in the form of a percentage reimbursement of teachers' salaries ranging from 25 per cent in large, wealthy school districts to approximately 100 per cent in smaller and poorer ones.

**RHODE ISLAND**—Director of Education

1936—State provides funds for reimbursement of from one fifth to one half of local expenditures for adult classes. Maximum reimbursement to any community, \$1,500.

1946—Provision made for the development of a program of adult civic education, particularly for the foreign born.

**SOUTH CAROLINA**—Supervisor of Adult Schools

1936—State appropriation for Department of Adult Elementary Education for preceding scholastic year, \$30,000.

1946—There is no specific legislation regarding the general adult education program. An annual appropriation of \$50,000 is made, and the regulations are formulated from year to year to meet existing needs. The South Carolina House of Representatives has appropriated \$60,000 and agreed to pay the teachers' salaries necessary for a permanent opportunity school. This school, which is one of the programs developed under the general adult education division, has, in the past, been a workers' vacation school, held at some

college for one month each summer. It is now being developed on an all-year basis in order to take care of returning G.I.'s and others whose education was interrupted because of the war.

**SOUTH DAKOTA**—State Superintendent of Education

1936—No adult education conducted since 1932, because of failure of Legislature to provide funds.

1946—No state aid specifically earmarked for adult education. The law provides for adult education, under certain circumstances, but the expense is borne by the individual school districts out of their general funds. What state aid they receive may be used for adult education, as well as applied to other current costs.

**TENNESSEE**—Commissioner of Education

1936—Only vocational education provided for adults.

1946—No special legislation for adult education. There is no program which offers educational opportunities to adults except that provided by the Division of Vocational Education.

**TEXAS**—State Superintendent of Education

1936—State gives no financial aid to local communities for adult education.

1946—No means provided for support of an adult education program on state-wide basis. Adult education classes are a matter of local concern.

**UTAH**—State Superintendent of Public Instruction

1936—State gives no financial aid to local communities for adult education.

1946—State appropriation of \$5,000 a year for adult education is available. Any school board in the State may raise and appropriate funds for adult education; determine fees to be levied, if any, and through its school superintendent may employ teachers, and establish classes for adults in English, the fundamental principles of democratic government, public affairs, arts and crafts, and a variety of other subjects. These classes shall be subject to the regulations of the state board of education; shall be organized to meet the needs of adults; and, as far as practicable, shall be held at such times and places as are most convenient for members of the class.

**VERMONT**—Commissioner of Education

1936—State gives no financial aid to local communities for adult education.

1946—Work in adult education in Vermont has not been developed to the point where the state has appropriated any money for the service. What is done is a part of related services.

*VIRGINIA*—Director, Division of Guidance and Adult Education.

1936—State gives no financial aid to local communities for adult education.

1946—An appropriation of \$75,000 was made by the state legislature for the 1946-48 biennium. This includes approximately \$7,130 for administration and supervision; \$34,144 for consultation services; \$3,060 for sanatoria; and \$30,666 for aid to counties and cities. Within the limits of the funds available, state aid may be used to cover two thirds of the cost of instruction in local adult education programs.

*WASHINGTON*—State Superintendent of Public Instruction.

1936—Offers classes in home economics and vocational subjects. State Department supplied services of specialists in parent education who conducted training classes for leaders in eleven selected centers.

1946—Attendance of adults in night school classes or in part-time classes is accredited for apportionment purposes on the basis of one hour as equivalent to one-fifth day's attendance in the elementary school. Since the rate of state support is relatively high, this amount of state aid pays virtually the entire cost of the adult education program.

*WEST VIRGINIA*—State Superintendent of Free Schools

1936—State gives no financial aid to local communities for adult education.

1946—No state financial provision in support of adult education.

*WISCONSIN*—Director, Vocational and Adult Education

1936—State aid reimburses part of cost of adult education, but local communities spend at least six times as much as the state contributes.

1946—The state Board of Vocational and Adult Education is charged with the responsibility of developing programs for both vocational education and adult education. The state appropriation of approximately \$400,000 is provided for state aid for schools of vocational and adult education. Amounts equal to one half the amount expended for salary and supervision are allowed, but these amounts, exclusive of federal aid, are not to exceed, in any one year, \$30,000 for any city of the first class, or \$15,000 for any other city, town, or village.

*WYOMING*—State Director, Vocational Education

1936—No report received.

1946—The State has no special budget for adult education work, which is carried on at the present time with the funds provided for vocational education. No definite amount is set aside for adult education.

### *Summary*

The summary of state adult education legislation given above in the notes for 1946 indicates that the states of California, New York, Pennsylvania, Wisconsin, Washington, Connecticut, and Michigan have in recent years most adequately provided state financial aid and support for community programs and for state leadership in the development of adult education. Commendable progress has also been made recently in Maryland, Virginia, Florida, Georgia, and Nevada.

It should be further remarked that the picture for 1946 is not a static one; on the contrary, the period is to be regarded as predominantly one of flux, and change. Among the states in which the Legislatures were currently considering adult education bills looking toward increased financial support for adult education were New Jersey, Colorado, and Florida.

In final summary, it may be said that the changes observable in the 1936-46 decade, and events which have taken place subsequently, give ample evidence that there will be constantly increased efforts throughout the country to promote state legislation favorable to adult education. Furthermore, the civic, social, and educational leaders who are working for this legislation are determined that it shall not only authorize community programs of adult education, but shall also provide adequate financial aid and support for the development of the programs.

# UNIVERSITY AND COLLEGE EXTENSION

By Walton S. Bittner

*Secretary-Treasurer,  
National University Extension Association*

*Editor's Note:* For notes on the extension programs of a selected, representative list of educational institutions, see p. 465 ff.

## *Meaning of University Extension*

*University extension* is a term which has been, and still is, intended to mean quite literally an extending of the traditional functions of teaching and counseling students to a wider clientele outside college walls. But that expansion has proceeded, both geographically and functionally, so much further than originally conceived that university extension is no longer confined to universities, but includes independent colleges, and secondary schools. Combined, these institutions are serving children, youth, and adults in widening circles, not alone in ordinary teaching procedures but also by means of an extraordinary variety of techniques. The principle of university extension is so clear that it has become a commonplace, "Let all learn who will." And the application is almost equally obvious, "Every public institution owes its service to more than an exclusive few."

George Zehmer, Director of the Extension Division of the University of Virginia, says of university extension: "It is the manifestation of the belief that new ways and means must be found and developed to spread hope and opportunity among all men and women. Specifically it represents the attempt to extend educational opportunities to those who, for one reason or another, cannot attend colleges and universities, and to render specialized educational services to all members of the body politic."<sup>1</sup>

## *History*

Historically, university extension is best understood as a part of the rising interest in adult education in countries where political democracy and rapid industrialization put a premium on literacy, knowledge, and skill in the interest of social unity.<sup>2</sup> Notably that interest began in England and in the

<sup>1</sup> Zehmer, George B. "The Development of University Extension Services in the United States." *Proceedings of the Institute for Administrative Officers of Higher Institutions*, 1945, XVII, 50-67. University of Chicago Press, 1946.

<sup>2</sup> Slesinger, Donald, and Mead, Elizabeth. "University Extension." *Encyclopaedia of the Social Sciences*. N. Y., Macmillan, 1935. XV, 187-88

United States of America. It spread to the British Dominions and, under other names, to Europe and Asia, and especially to the Union of Socialist Soviet Republics.

In England, there were several popular movements to educate workingmen and other adults as early as 1800. Oxford and Cambridge Universities followed with definite commitments and established extension lectures, traveling libraries, summer meetings, and special colleges. By 1890, there were more than two hundred extension centers in England and others in Scotland, Wales, and Ireland.<sup>3</sup>

Among the early pioneers in the United States were Pennsylvania State College, Johns Hopkins University, the Regents of the University of the State of New York (which in 1891 received an appropriation of \$10,000 for extension from the legislature), and the Universities of California, Chicago, and Wisconsin. In 1873 in Boston, the Society to Encourage Study at Home was organized, with the help of thirty-two professors from Johns Hopkins, Harvard, Wisconsin, and other colleges. The purpose of the Society was to conduct correspondence courses.<sup>4</sup>

In the eighteen-nineties and later, the University of Chicago and the University of Wisconsin, probably more than any other institutions, gave to the central idea of extension both the initial impetus and the administrative organizations that have set the pace and largely influenced the form of university services to adult education in this country.

Wisconsin still maintains the original core of extramural instruction by class extension and correspondence courses under one unit of administration. In addition, the Extension Division and the University as a whole have developed numerous services, such as lectures, forums, radio broadcasts, symposia, conferences, institutes for the training of adult education leaders, and special publications for adult reading and study. Chicago has been notable for the increasing tendency to adopt varied, informal, dynamic methods of education, whether in the academic classrooms or elsewhere, so that adults might study for general cultural purposes in the spirit of freedom.

Stephen d'Irsay, in tracing from antiquity the history of colleges and universities, stresses several important points which explain in part the basic functions of college and university extension. The primary aims of universities were and still are to concentrate on higher learning, to provide for the professions, and to conduct research. Colleges, either within or without university organizations, have chiefly devoted themselves to instruction, to

<sup>3</sup> Adams, Herbert B. "University Extension and Its Leaders." *Regents Bulletin*. Albany, New York: University of the State of New York, 1893, No. 21.

<sup>4</sup> Bittner, W. S. and Mallory, H. F. *University Teaching by Mail*. N. Y., Macmillan, 1933.

general and professional education. The best medieval universities were remarkable for their autonomy and intellectual freedom. But modern universities show a marked tendency, especially in the United States, to depart from the strictly traditional limits of activity, to include utilitarian services and to move "toward the education of an entire nation." D'Irsay emphasizes the requirements of financial independence and administrative autonomy and the necessity of an atmosphere of free discussion if the university is to accomplish its broadened purpose—"to raise the intellectual and cultural standards of society."<sup>5</sup>

University presidents were leaders in formulating the philosophy of university extension. Among them, Charles R. Van Hise, who became President of the University of Wisconsin in 1913, is most often quoted. In his address at the first National University Extension Conference, 1915, he said: "If a university is to have, as its ideal, service on the broadest basis, it cannot escape taking on the function of carrying knowledge to the people . . . the broadest ideal of service demands that the university, as the best-fitted instrument, shall take up the problem of carrying out knowledge to the people, so far as the same is necessary to supplement the work of the elementary and secondary schools . . ."

"It is apparent . . . that the work of carrying out knowledge to the people is one of enormous magnitude and not inferior in importance or in opportunity to the functions of the university earlier recognized—those of instruction and research . . ."<sup>6</sup>

In 1925, in his inaugural address, President Frank Graham, University of North Carolina, said: "The whole function of education is to make straight and clear the way for the liberation of the spirit of men from the tyranny of place and time, not by running away from the world but by mastering it . . ."<sup>7</sup>

### *Functions*

There have been and still are two somewhat distinct conceptions of the function of university extension. The one is the broad view which makes the university responsible for extension in any field of education, not merely "higher education," wherever there is need for revitalization of the old, or a gap or lack in the new. The other conception, which has been aptly char-

<sup>5</sup> d'Irsay, Stephen. "Universities and Colleges." *Encyclopedia of the Social Sciences*, XV, 186. New York, Macmillan, 1935.

<sup>6</sup> *Proceedings of the First National University Extension Conference at Madison, Wisconsin*, March 10-12, 1915, I, 9-10, 21, 24.

<sup>7</sup> *Proceedings of the National University Extension Association at Charlottesville, Virginia*, April 30, May 1, 2, 1925, VIII, 6-7.



acterized as a laissez-faire policy, does not stress organizational drive or comprehensive sweep, but holds rather that extension should come naturally from a dynamic life overflowing the limits of the campus.

With these fundamentally liberal backgrounds, which in theory allow the universities almost unlimited scope, the diversity of university and college extension activities in the United States becomes comprehensible. That diversity is very great. It includes almost every type of institution of higher learning, as well as junior colleges and secondary schools—the latter in so far as they cooperate in the extension work of collegiate institutions. Also the varied methods of university extension are in part employed by teachers' colleges, trade and technical schools, and colleges of agriculture and engineering.

Even those "liberal arts" colleges that do not organize formal extension services nevertheless are generally, in the United States, becoming aware of and accepting a new responsibility for meeting at least some of the educational needs of adults. Among the many activities that such colleges are now undertaking are: artist series, community forums, publicizing books, radio programs, speakers' bureau, and conferences.<sup>8</sup>

### Scope

At its inception (1915) the National University Extension Association had 22 members, most of which were state universities. After three decades, this number had trebled, and private as well as state universities in every section of the country had joined the Association. A total of 431 colleges and universities reported extension services with organized campus and off-campus programs, in 1944.<sup>9</sup> In the postwar years the numbers of off-campus programs have increased still more, largely because of the pressure for extension classes for veterans who could not be housed on the university campus.

The total number of enrollments in formal classes and correspondence courses is difficult to determine because of differences in methods of classification and because extension work is variously defined and administered. Many institutions have branches, evening schools, twilight schools, downtown colleges, and other units which are not called "extension" but are in fact very similar to the typical extension organization, if not identical. Various recent estimates place the total number of students in formal extension classes between three hundred thousand and five hundred thousand.

<sup>8</sup> Williams, J. D. "Adult-Education Activities in Liberal Arts Colleges." *Proceedings of the Institute for Administrative Officers of Higher Institutions*, 1945, XVII, 68-77. University of Chicago Press, 1946.

<sup>9</sup> Good, Carter V., editor. *A Guide to Colleges, Universities, and Professional Schools in the United States*. American Council on Education, Washington, D. C., 1945.

Estimates for the immediate future range up to seven hundred thousand.

Recently there has been a remarkable increase of "resident centers"—extension programs away from the campus, set up primarily to offer a full junior college program, especially for veterans and other students who cannot be accommodated at the seat of the university. The postwar popularity of these centers is indicated by the almost 100 per cent increase in student enrollments reported by resident centers in the fall semester of 1946, as compared with the figures for the previous year.

Some of the activities of university extension, such as classes, short courses, lectures, conferences, demonstrations, exhibitions, institutes, contests, research, and publications, are common to such diverse enterprises as public night schools, libraries, lyceum bureaus, museums, trade associations, workers' unions, women's clubs, cooperatives, and purely commercial agencies. However, the best-known field of university extension is that of organized instruction, class and correspondence teaching,<sup>10</sup> conducted by public institutions of higher learning for persons beyond high-school age, usually with a high-school education or its equivalent.

### *Ages and Occupations of Students*

The clientele of university extension is largely adult; but certain extension services, such as radio and visual instruction, reach hundreds of thousands of school children. Courses in parent education and similar programs offered to adults indirectly affect the welfare of children of all ages, even the youngest. Other large groups of young people of various ages are reached by music festivals, aids to amateur dramatics, traveling libraries, promotion of debates and contests in school subjects, and dissemination of information on vocational opportunities. Through these and other informal services, almost every section of the population is at times brought into contact with some phase of extension education. In the formally organized class and correspondence courses, the average age of the students is about thirty years.

In the extension classes, all sorts of occupations, avocations, and stages of school preparation are represented in the enrollment—students, teachers and members of other professions, business executives, salesmen, stenographers, clerks, farmers, skilled and unskilled workers, housewives, clubwomen, members of labor union groups, and members of industrial and business groups.

### *Extension Classes*

The formal class instruction developed by university extension consists of higher education and some secondary education brought to a large group

<sup>10</sup> For a discussion of correspondence teaching under university auspices, see p. 222 ff.

of students who are generally more mature than the students in residence, and who study purposefully, although somewhat irregularly and at unconventional times and places. The instruction is given by faculty members or their representatives. Classes are held usually in the late afternoon or evening, but at the largest urban centers extension courses are given also during the day, to accommodate students whose programs do not fit into the regular college schedule. Classes are held not only in university buildings on the campus, but also in shops, factories, and various public buildings, which may be in cities, towns, and rural districts remote from any college seat.

In most colleges, the work done by extension is credited, in varying amounts, toward a degree. In general, the universities that offer academic courses by mail permit approximately one fourth to one half the credit necessary for a bachelor's degree to be earned by correspondence or through extension classes. Several institutions do a considerable amount of advanced and post-graduate instruction by extension methods, permitting some credit toward higher degrees.

University extension courses are generally organized and offered as equivalents of courses given in residence. The classes are usually in one of three groups of curricula: (1) academic subjects of the colleges of arts and sciences; (2) courses in commerce and business; and (3) engineering and industrial subjects. But many additional subjects, such as teacher-training and other professional work; interior decoration; applied social science; and special courses in writing, literature, and art appreciation are taught by mail and through extension classes, especially the latter. As a rule, the extension courses reflect the campus program, especially when academic credit is involved. Some institutions, however, offer predominantly popular non-credit courses to groups interested primarily in study, rather than in routine academic progress. A number of institutions do effective extension teaching for practicing nurses, physicians, and social workers. Many other institutions offer lecture series or short courses in various subjects, not conforming to academic patterns, but serving adult group interests in special ways. These adult education courses and informal services to adult groups are increasing in number, and now constitute a much greater proportion of extension courses than formerly.

The objectives of university extension teaching, and of much of the informal service, are both vocational and cultural. University extension offers educational opportunity to persons not attending college, but engaged in some occupation. It provides for students who are deficient in the usual prerequisites for advanced courses, but who are able to do advanced work. It enables professional persons and others to pursue specialized lines of study that keep them abreast of new movements in their fields. The broad purpose

of university extension is well expressed by the phrase "continuing education."

### *Evaluation*

The very diversity of university extension seems to preclude unity and integration and to indicate scattered and not wholly satisfactory objectives. The subjects taught in organized courses range from astronomy to domestic science; and the informal activities cover a still wider span, from first aid and nursing to city and regional planning. Nevertheless, there is some measure of unity in this variety, in that most of the courses are systematized in schoolroom fashion and most of the students belong to the fairly homogeneous school-circle group. This is the group that is made up of persons pursuing academic interests; and most of them, including many of the older adults, even those who left school long ago, still have the passive academic coloring. Moreover, most of them are motivated in part by vocational ends or by the desire to obtain a diploma. At present, university extension teaching does not reach a majority of the total population, and of those whom it does reach, a large proportion develop little beyond the academic pattern of routine instruction, scholastic methods, segmented information, limited courses of study. Nevertheless, increasing numbers of adults attend both credit and non-credit classes to study for pleasure, and for growth in understanding.

Despite its heterogeneous activities and its widespread clientele, university extension in the United States is more definitely integrated than is the adult education movement as a whole. For university extension epitomizes or embraces the principles and practices of that peculiar institution, the American college or university—a public-service institution devoted to the general welfare. Such an institution is a natural outgrowth of the characteristically American doctrine that education is the solvent of both individual and social problems, and the way to true freedom for all people. In harmony with that doctrine, there have been accumulated, step by step, various applications of the principle that institutions of higher learning must function directly in the interest of the public.

Consequently, for some fifty years, colleges and universities have yielded to the demand that they extend their educational privileges and benefits not only to the youth of the nation, but to people of all ages. The university has developed a great diversity of undertakings, even beyond what is usually considered education. These undertakings include assistance in community organization; informational, advisory, and demonstration services in the fields of economics, and civics, public health and hygiene, community recreation, dramatics, music, and art. Other direct services include clinics, hospitals, research bureaus, technical publications, expert aid to voluntary

associations and governmental agencies, and even action programs for local community development.

In its varied service to the community, the chief contribution of university extension is not new methods and techniques, as is generally supposed. Rather, extension serves as an administrative device that projects in ever-widening circles the methods, the knowledge, and the insight developed by the university as a whole.

Certain types of informal services of extension divisions, such as instruction through radio, lectures series, discussion groups or forums, consultation and committee work in welfare projects, and promotion of study programs of state and local voluntary associations and professional groups, are examples of well-defined adult education, when the direction is sufficiently continuous and stimulating to be productive of understanding and enlightenment. Fairly adequate results have been attained in certain aspects of social work, citizenship training, school and home relations, art, literature, and health.

University extension is relatively new, and two generations or less is a short time for an educational ferment to spread. There are signs, however, that some of the leaders and many of their followers have achieved a philosophy of what the educational process for adults in a changing world should be. There is an encouraging increase in the numbers of adults who appreciate the desirability and need of continuing education under university and college auspices.

During the economic depression of the nineteen-thirties, the war period, and since, university extension in most states increased its scope by serving new groups in special ways. Significant developments in extension include the following: Expansion of facilities for veterans. Resident centers in local communities. Technical institutes and terminal engineering courses, which adopt and make use of the principles of the wartime training program. Considerable experiment in workers' education. Promotion of study and discussion of projects in international relations and citizenship. A widening variety of such services as package libraries, drama-loan services, audio-visual aids. Special publications for voluntary associations of adults. New emphasis on community organization for adult education, especially promotion of community councils. Growing pressure for federal aid and for state legislation with subsidies to university extension, labor education, and general adult education.

# UNIVERSITY TEACHING BY CORRESPONDENCE

By Walton S. Bittner

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National University Extension Association*

*Editor's Note:* Information about the correspondence courses offered by colleges and universities is given in the notes on university extension programs. See p. 465 ff.

## *Origin and Growth*

The idea and practice of correspondence study or teaching by mail started about fifty years ago in England, and later was developed by William Rainey Harper and other American educators in the eighteen-nineties.

After the first world war, the largest systems of correspondence courses were in the United States, but there were some also in Canada, Australia, New Zealand, and England; and later in Africa, Russia, and Sweden. In countries other than our own, the courses were usually offered under public or governmental direction. In the United States, the colleges and universities, especially the state universities, developed correspondence courses for high-school and college students as part of the wider program known as University Extension.

Over one hundred public educational institutions now have established bureaus or departments offering courses by mail. In Massachusetts a "Division of University Extension," in the State Department of Education, has developed one of the largest systems of correspondence teaching in any of our states.

## *The United States Armed Forces Institute*

A comparatively recent development in education by mail was the use of correspondence courses and "self-teaching texts" by the Armed Forces of the United States, Canada, and England in the Second World War. The United States Armed Forces Institute, with branches in American, European, and Pacific Centers, provided courses and materials of its own and of eighty cooperating colleges and universities, for men and women in every theater of the war. Men and women in the Army, Navy, Marine Corps, and Coast Guard enrolled through the Institute headquarters at Madison, Wisconsin, where the first arrangements were made by the War Department. Enrollment figures have reached and passed a total of a million and a half, not including the enrollments in off-duty classes using correspondence study ma-

terials. The Institute program is being continued as a permanent project. Most of the colleges and universities offering correspondence courses in cooperation with the Institute are increasing the range of credit courses on the advanced college level and continuing the high-school courses for military personnel.

The work of the Advisory Committee to the Institute, under the auspices of the Joint Army and Navy Committee and the American Council on Education, was a notable achievement in extension education, especially in the difficult matter of arranging for academic credits. The cooperation of secondary schools, colleges, and universities was signally successful in facilitating the acceptance of credits earned by students in the Armed Forces. Without this aid, many thousands of veterans would not have found it possible to continue their education after discharge.

Following the Institute's example, the Veterans Administration also has contracts with extension divisions to provide correspondence courses for veterans who cannot attend resident programs.

In the second year after the close of the war, 32 public educational institutions reported a total of more than 16,500 correspondence enrollments of veterans. Of these, about 6 per cent were in high-school courses, 52 per cent in junior college courses, and 42 per cent in advanced college courses. At the same time the 36 extension divisions cooperating with the Armed Forces' Institute reported almost 16,000 correspondence enrollments, of which about 15 per cent were in high-school courses and 85 per cent in college courses.

### *Evaluation*

Correspondence courses provide advantages for isolated and handicapped persons and for those who, as youth or adult, find themselves side-tracked or lost in the world of changing occupations and bewildering ideas. Persons enroll chiefly to satisfy their longing for opportunity and to confirm their resolve to work for a goal, however vague it may seem, and however unprepared or incapable they themselves may prove to be. The loss and frustration many suffer may be considered serious, but these disadvantages may be offset by gain in morale; indeed, many students explain their failure to complete a course by saying, "I got what I wanted."

It is important in this connection to recognize, as many unfavorable critics of correspondence courses do not, that correspondence teaching is a supplementary method rather than a closed or complete school system. It is a flexible type of individualized instruction; not, as it is so often called, a substitute for classroom teaching.

The term correspondence *course* is misleading so far as it implies nothing more than a set of textual matter and *lessons*. The genuine correspondence

method requires a continuous process of exchange between the student and the instructor. That exchange is based not only on a set of lessons, but also on a flexible file of supplementary materials—book loans, mimeographed readings, abstracts, exercises, corrections, advice and suggestions—supplied to each student by the teacher as the student's needs suggest.

The quality of instructional service is the essential criterion of the worth of a correspondence course, although the printed text of the course is often assumed to be so. Many excellent "courses," or "self-teaching texts," have been written by the ablest writers, and published in elaborate volumes, both by private schools and by universities and colleges. It is doubtful, however, whether these courses and texts are rightly called correspondence instruction. Most of the correspondence courses now offered by standard universities and colleges are not specially printed volumes; instead, they consist of a set of preliminary directions, usually typed or mimeographed, which are based on standard texts and references used in school and college classrooms. This type of course emphasizes the teaching rather than the text.

The value of correspondence "credits" has often been questioned, and many investigations by school authorities have resulted in adverse rulings which limit the expansion of the system. Restrictions are most marked in the physical sciences, law, and medicine. But these fields and even highly technical subjects, applied science, business and industrial specialties, as well as virtually everything else in the range of human knowledge have been exploited to some extent by correspondence schools, often with great success.

Careful analytical studies of the quality of academic correspondence work, made by educational leaders of unquestioned authority in this field, have established the following facts:

Students who complete correspondence courses generally receive higher grades than are given by the instructors to their resident classroom students in the same or similar courses. The total record of the grades of students who receive degrees for work done partly in residence and partly by correspondence averages higher than that of students who do all their work in residence. Tabulations of intelligence scores indicate that the scores of students who complete correspondence courses average somewhat higher than those of students on the campus.

The facts briefly reviewed above lead to the conclusion that correspondence study tends to be selective and to strengthen academic standards. It serves as an effective means by which excellent students, who otherwise might not qualify for academic degrees, are enabled to complete their required work. In short, the system is a creditable achievement of progressive educational administration.



# ALUMNI EDUCATION

By Elizabeth W. Durham

*Editor, The American Alumni Council*

*Editor's Note:* For notes on programs representing various types of Alumni Education, *see* p. 320 ff

## *The Beginnings of Alumni Education*

Only a few decades ago, lifelong learning was still a novel concept in our country, and the college administrator who scoffed at the idea that graduates of his institution were seriously interested in maintaining intellectual ties with their Alma Mater was giving voice to a view then widely held in the realm of higher education. That there were scattered instances in which alumni showed concern with something besides football tickets and class reunions he admitted, but the view that the parent institution might have any responsibility for nurturing this concern he flatly rejected.

After the end of the first world war, there was spreading recognition by the colleges of the vast possibilities inherent in well-organized alumni bodies. It was inevitable that the officers charged with exploring such possibilities should come in touch with the precious minority of alumni to whom commencement did not mean the end of mental growth. Members of this minority naturally gravitate toward positions of leadership in a maturing alumni organization. They are in considerable measure responsible for the growing acceptance of the concept that the alumnaal relationship should be a two-way street. It is distinctly an American concept. The attempt to implement it has given many a professional alumni worker pause. How channel the varied intellectual interests found among thousands of widely scattered alumni so that the staff of a given institution can find a point of departure?

## *Types of Programs*

Excluding continuing professional education, the challenge seems to have been met first in the liberal arts colleges, with two general types of programs: the first centered in books and reading lists; the second in group activity or instruction.

A survey of alumni education made in 1936<sup>1</sup> disclosed that more than

<sup>1</sup>Rowden, Dorothy, ed. *Handbook of Adult Education in the United States*. New York, American Association for Adult Education, 1936, pp. 1-11.

ninety liberal arts colleges were using reading lists in some form as a means of continuing intellectual contact with their graduates. Such lists are circulated in various ways: issued separately, published as a regular department in the alumni magazine, or collected in series. Some lists merely give titles and authors of a group of books on a selected subject, others go into greater detail and give in effect careful reviews of the books included.

The second type of program, centering in group activity, has been designated variously as alumni lectures, conferences, forums, institutes, or more distinctively as "alumni colleges." In 1936, some twenty institutions were conducting "colleges" of this sort. These institutions included men's colleges, women's colleges, coeducational colleges, technical schools, state universities, and privately endowed universities.<sup>2</sup>

Typically, the alumni college is held immediately following commencement for several days, with the regular faculty giving the lectures, and with a generous allowance of time for concerts, exhibitions, plays, and the like, and for individual or group recreation.

### *Postwar Survey*

Many alumni education programs of both types were casualties of World War II. Attempts to revive them after the war have been retarded or were halted entirely by the tremendous postwar demands made upon all higher educational institutions at the undergraduate level. The preoccupation of alumni executives with problems of readjustment was another deterrent to speedy resumption of alumni education activities.

A postwar questionnaire sent in the summer of 1946 to more than two hundred members of the American Alumni Council, the national organization of professional alumni officers, brought returns indicating that fifty-nine institutions were then carrying on some type of postcollegiate educational program for their graduates and former students. Twenty-nine of these programs were in actual operation, and seventeen were in the planning stage. Thirteen institutions were engaged in some general program of adult education, not restricted to alumni. Evidently urban universities have found it comparatively easy to establish programs of alumni education because they have the advantage of large groups of alumni in the near vicinity.

Most alumni associations, no matter where their headquarters, are finding that the ratio of intellectually alive alumni to the grand total has shown an increase in the postwar period. This advance may be slight and it may be only temporary. It shows up in the increased demand for programs for local club meetings featuring faculty members who can interpret current events and trends, and who are willing to prolong the question-and-answer period

<sup>2</sup> Rowden, *op. cit.*

which usually follows the formal program. It shows up in a demand for new features in alumni magazines designed to interpret the present-day world and to look ahead.

Part of the upswing may be traced to the return to civilian life of many young alumni who saw military service and who gained in mental stature as a result. Part of it may be due to the realization that higher education—now front-page news the country over—is a precious privilege and one that is enhanced with use.

# THE PUBLIC LIBRARY AND ADULT EDUCATION

By Mildred V. D. Mathews

*Supervisor of Adult Services  
The New York Public Library*

*Editor's Note:* For additional information about the public library's contributions to adult education, discussed in the following article, and for notes on the adult educational activities of a few other representative libraries, see p. 402 ff.

*Since 1939*

Men and women have lived under unprecedented conditions of nervous strain in a very chaotic world since the year 1939, when peace was shattered by the outbreak of a global war. That war drove thousands of refugees and displaced persons to this country and necessitated the service of millions of our men and women in the armed forces at home and abroad. On the home front, more millions of men and women worked in war industries or served in wartime civilian organizations. At the close of the war veterans came home, to be confronted with problems of housing, jobs, and education, as they tried to settle back into the life of their communities. Our people, joining with the other peoples of the world, attacked the problem of building a durable peace through the organization and functioning of the United Nations. These are but a few of the problems that we, the American people, have faced during recent years and that we face with such urgency now in this atomic age.

How well has the American public library performed its major function of enlightenment and recreation—in the strict meaning of the term—in American society during this period? How fully have librarians been aware of the problems that men and women have had to meet in these difficult years? An examination of some reports of library activities during and since the war will show how adaptable public libraries have been; how they have improved basic services and added new ones when necessary. We shall see how, by providing reading materials and guidance, they have helped the individual in his voluntary efforts to attain full development; how they have stimulated the desire for further development by such aids as exhibits, reading lists, group meetings, films and other audio-visual media; how they have cooperated with other educational agencies.

*The Library Goes into the Community*

The one dominant theme that runs through every report examined, whether it came from a large, medium, or small library, is the integration of the public library into the big pattern of community activity in the field of adult education. As a keynote, we quote from the introduction to a study of postwar standards made by the American Library Association: "The agencies for the enlightenment of the people must be prepared for enlarged responsibilities . . . One of these agencies is the public library . . . It provides the means of self-education for all people in the community . . . It is basic to the education of all people in the community . . . It is basic to the education and continuous re-education of the American people as citizens, workers and civilized human beings."<sup>1</sup>

To this clear and challenging statement of enlarged responsibility may be added a similar challenge issued a year later by the Adult Education Board of the American Library Association: "Library programs must be keyed . . . to create thinking and discussion . . . It is not enough to stand as an agency which on call can supply reading and information. The library must project its personnel and its books into the planning and thinking of the community."<sup>2</sup>

In a statement on theory and philosophy as related to institutional organization, the Detroit Public Library says, "It is assumed that much of the Library's work must be coordinated with active groups or agencies in the community on both a city-wide and a neighborhood basis and that librarians have a place and responsibility for participation in community activities at the *planning level*." This statement of theory has been strongly backed up with practical applications by the Detroit Library.

Among many other public libraries that have given evidence of being in on community activities at the planning level, special mention should be made of the Seattle Public Library, which took the lead in the organization of the Seattle Adult Education Council, and also helped in the organization of the Seattle Labor School.

The Atomic Energy Institute of Baltimore is another outstanding example of a project which a public library helped to plan. In this instance, the Enoch Pratt Free Library was even a step ahead, in that it assumed leadership in instigating a definite program of adult education on the implications of atomic energy. The program included lectures, book lists, exhibits, and film

<sup>1</sup> American Library Association, Committee on Post-War Planning. *Post-War Standards for Public Libraries*. Chicago, American Library Association, 1943.

<sup>2</sup> American Library Association, Adult Education Board. "Adult Education Policy for Libraries." *American Library Association Bulletin*, XXXVIII, 451-52 (November 1944).

showings, making it possible for Baltimoreans to learn the vital facts about a problem of prime importance. The library staff tied in many local groups and organizations to share in this cooperative effort.

The Denver Public Library has on its staff a special field representative who very effectively takes the library into the community. "In 1944," says a Denver Library report, "a careful analysis of current library services as they stacked up against community needs showed three areas in which action was indicated. The greatest of these seemed to be among people who do not use the library at all, who are unaware of its services and what these services could mean to them in their everyday lives. The second seemed to be the need for active education in the field of family relationships. The third field was among members of groups and agencies which have used the library, but never extensively. It so happens that the person chosen for this multiple assignment is not a technically trained librarian, but a lifelong user of libraries. She speaks the patron's language, not the librarian's lingo. All her activities are correlated with the other work of the library, and results have been excellent. She is a continuous one-woman public opinion poll on all phases of Denver's library service."

In many other libraries there is evidence that staff members are active participants in local organizations. In this way librarians find out what services people expect from their library, and at the same time keep the people informed of what services the library is equipped to give to them. The librarians of today are more than book custodians and watchdogs.

The staff of the Public Library in Rutland, Vermont, believed that it was important for them to know what the people of Rutland liked to read and what they actually were reading in all available forms from all available sources. The people of this community were sufficiently interested to contribute time and energy to a study of their own reading habits. A New York publisher who wanted to obtain a first-hand picture of the part that reading plays in the daily lives of men and women in a typical American community, helped to plan and carry out the project. Accordingly, a "Survey of Rutland Reading Interests by the New Home Library" was made in 1946, with the Rutland Public Library and the Chamber of Commerce cooperating.<sup>3</sup>

### *The Community Comes to the Library*

Because of the outstanding work which the members of the Cleveland Public Library staff have done in going out to reach the community, they now have the community coming to them in an amazing and thrilling way. Over a period of years they have been building up a community file, and in this process they have developed a great fund of information about the com-

<sup>3</sup> Humble, Marion. "What a Town Reads," *Agenda* 1, 36, 52.

munity as a whole—its resources, its activities, types of organizations, etc.—information which is being increasingly referred to and drawn upon by the people of the community.

In October, 1944, when the College of the City of New York wanted to try out the idea of "Bringing Education to Your Doorstep," the public library seemed the natural setting for the experiment, because of the close relationship existing between each of the neighborhood branches and the community that it serves. The library was ready and willing to cooperate. The resulting adult education program, jointly sponsored by the New York Public Library and the College of the City of New York, with the advice and encouragement of the New York Adult Education Council, has successfully demonstrated a new pattern of cooperation between two city-supported institutions. "One need attend only one of these class meetings in libraries to be convinced of the rightness of the procedure" was a student's comment, and everyone concerned agrees that this educational venture has proved highly popular and very much worth while.

### *Service to Individuals*

The importance of service to the *individual* is stressed again and again in the library reports examined. The Library Association of Portland, Oregon, states that no part of the service for adult education is "more important than the day-by-day assistance to the general borrower in whatever field his needs or interests lie." The pattern of service varies, of course. There are libraries, such as the Enoch Pratt Free Library in Baltimore, which are completely departmentalized, with separate departments devoted to different subject-matter fields. In these libraries, advisory service to individuals is one of the functions of the subject departments, which also compile special reading lists upon request. Help in the preparation of programs is likewise given in the subject departments.

Then there is the type of service exemplified by the Reader's Bureau in the Cincinnati Public Library, which "prepares reading courses, reading lists, outlines for individual study, programs for study groups and discussions. One of the most valuable assets of the Reader's Bureau is a vocational Information Service with an up-to-date file of all available information on job descriptions and requirements, average salary, steps of advancement, apprentice programs, and schools for training in the United States."

As important as vocational information is the information given by many libraries about available adult education opportunities. In the office of the Readers' Adviser of the New York Public Library there is a card file of subjects taught in the public and private adult schools of the City of New York. Catalogues obtained from all adult schools licensed by the Regents of

the University of the State of New York are analyzed, course by course, and a concise abstract of the information about each course is printed on a card. The cards are filed alphabetically by the subjects taught. By consulting this file, anyone can determine rapidly what and where in New York specific instruction is being given, "whether it be in such usual subjects as American history, cooking, or carpentry, or in such esoteric ones as neon-sign-making, Sumerian inscriptions, or the reweaving of cloth damaged by cigarette burns."

A highly specialized and limited provision for readers' advisory service at the central building of a library system can not always meet a community's needs. In branch libraries and in small libraries, too, all members of the professional staff should be prepared to give reading guidance to individuals. The competence of the general staff will determine the effectiveness of the service. Since the development of such a staff is of prime importance, libraries are giving more and more consideration to in-service training.

### *Service to Groups*

Service to groups, as well as to individuals, is highly developed and widely diversified in our public libraries. In April 1945, the Grosvenor Library of Buffalo, New York, joined with the Public Library of that city in "holding a program-planning forum in which program chairmen of over one hundred organizations were invited to participate. This service has since been continued by the Buffalo Public Library alone."

The Seattle Public Library sponsored a Program Planner's Institute in the spring of 1947 to acquaint club members more fully with the resources of the city for program planning.

"Program Suggestions for Clubs and Study Groups," prepared annually by the staff of the Public Library of Charlotte and Mecklenburg County, North Carolina, shows that study groups in that area are well serviced.

So broad has the concept of library service to groups become that this service not infrequently includes group activities which, though designed to encourage reading, do not actually make use of printed materials. For instance, in Cleveland, the stimulating effect of discussion is being brought home to the people by offering discussions in the neighborhood branches of the Public Library. The Cleveland Library discussion program also illustrates the increasing trend toward library cooperation with organizations in the community that are promoting discussion of questions and issues in some particular field. A typical example is a through-the-year discussion series that the Cleveland Library has worked out and conducted for several seasons with the Cleveland Council on World Affairs, the discussions being held regularly in the branch libraries.



Discussions of world affairs are only one of many types of special-subject programs which public libraries assist other agencies of adult education to promote and present. The same kind of cooperation takes place in such fields as intercultural education, family life education, citizenship education. Then, too, the public library serves special groups, such as labor groups, church groups, businessmen's groups.

The New York Public Library is experimenting with a somewhat unique program of current affairs discussions in branch libraries. Staff members serve as leaders of these discussions or as co-leaders with an experienced discussion leader who is assigned to the library's Office of Adult Services. This arrangement gives the library staff members an opportunity for some in-service training in group leadership. Most of the discussion groups have been organized at the request of persons in the community who feel the need for clarifying their thinking on public issues. The discussions enable these persons to hear what "the other fellow" thinks, and also give them practice in expressing their own thoughts. Books, pamphlets, and other printed materials are introduced and consulted when facts are needed to support or to controvert statements that are made and questioned in the course of the discussions.

For several years past, the Memorial Hall Library in Andover, Massachusetts, has sponsored series of discussion forums, from six to eight in a series, with the use of films when possible. These discussions have been held in the library building. Book lists and book displays have, in most instances, been prepared for each meeting. It has seemed important to develop these programs in a neutral meeting place where men and women of diverse backgrounds can come together to discuss matters of supreme importance to all. "It is our desire," reports the Andover librarian, "to see a library building used to capacity by community and library groups, and to develop a library program which has for its underlying purpose, group and individual service alike." The report goes on to express the hope that the Memorial Hall Library may be able to help men and women become intelligent and participating citizens, to help them in their attempt to realize their highest potentialities, and to contribute as far as possible to the building of "the good society."

The Seattle Public Library has conducted at the Central Library building a very successful series of noon-hour lectures called "Meet the Experts." In these lectures, artists and writers of Seattle and other Northwest communities have discussed their work and their problems. Group meetings with various types of programs—forums, talks, book reviews, etc.—have been held in the branch libraries under the sponsorship of "the Friends of the Seattle Public Library," one of the voluntary groups of citizens that have

been formed in a number of communities to support and promote the work of their local public libraries.

A form of group discussion based upon the reading and evaluation of the greatest literary works of all peoples in all times was initiated at a branch of the New York Public Library, in the 1920's, by the then active People's Institute of New York. In more recent years discussions of this type have become popular and, under the name "Great Books" program are being offered in numerous libraries. The basic concept of this program is that, through reading and discussing the "Great Books" of all ages, the profound ideas of the world's greatest writers can be brought to bear upon the problems current in the world today.

In 1945, the Chicago Public Library, in cooperation with the University of Chicago, inaugurated a "Great Books" program as an experimental project. Reporting on this experiment two years later, a member of the Library staff wrote as follows: "The results achieved by the program were so successful in terms of public interest in the project and in the satisfaction of the participants that the University of Chicago has undertaken to extend the program to numerous cities in the United States through the public library systems."<sup>4</sup>

Among the cities, in addition to Chicago, where the "Great Books" program is now a feature of library service to adults are: Detroit and Flint, Michigan; Indianapolis and South Bend, Indiana; Seattle and Olympia, Washington; Salem and Portland, Oregon; Minneapolis and St. Paul, Minnesota; Milwaukee; Cleveland; Denver; Louisville; Washington, D. C.; Buffalo and New York City.

### *Audio-Visual Aids and Films*

One of the most exciting developments in library service for adult education has been in the audio-visual field. Libraries are being called upon to provide pictorial and graphic materials of many kinds; music, recordings, and scores; educational films; microfilms of newspapers, official records, and books not readily available in print.

If the electronic transmission of words, sounds, and sights proves to be as powerful and radical an influence on our social and political life as was the invention of printing in the 16th century, then librarians may have to begin planning for considerable remodeling of library buildings, services, and staff.

Effective and widespread use of the 16mm informational film during wartime made many librarians aware of its possibilities as an educational

<sup>4</sup> Gschiedle, Gertrude E. "The Great Books Report." *Bulletin of the Chicago Public Library*, May, 1947.

medium. It may be a means of broadening community library service by reaching people who seldom, if ever, read books. Many libraries report the successful use of the 16mm film as a springboard for discussion, in their library programs. Fewer libraries, among which are those of Cincinnati, Cleveland, and Akron, Ohio; Charlotte and Mecklenburg County, North Carolina; Dallas, Detroit, and Seattle, have established film libraries. Librarians are using much the same standards for film selection as for book selection. Both Cincinnati and Detroit give preview film programs, which is a much-needed service in most communities. The American Library Association now has on its staff a special adviser on films and their use.

Recordings are being used effectively by some libraries in their own programs, or by individuals who listen to them at the library. These recordings are also circulated to groups and individuals.

The Grosvenor Library in Buffalo reports that the use of phonograph records in learning foreign languages has developed rapidly since it was initiated in the summer of 1944, with the purchase of courses in Spanish and Russian. The Library has since added Italian, Polish, French, German, Hebrew, Portuguese, and Irish.

### *Conclusion*

A thought that permeates all the library reports examined is the importance of quality rather than quantity in the adult education activities carried on by public libraries. Librarians are aware of the steadily increasing growth of the adult education movement in all parts of the United States. They see evidence of constantly greater public interest in adult education. They recognize the urgent need for more general adult enlightenment on public affairs. For all these reasons, they are deeply interested in the findings of such studies as the two-year nation-wide survey of existing library conditions, conducted by the Committee on Post-War Planning of the American Library Association, and the public library inquiry under the joint auspices of the American Library Association and the Social Science Research Council. "The Committee conceives the purpose of this inquiry to be that of providing a reliable picture of the evolution and trends of library objectives, structure and practice; of present actual library functioning; of unfilled needs and of alternative possibilities and objectives." Such studies will serve as a basis for planning the future of public library service for adult education.

# THE PLACE OF THE MUSEUM IN ADULT EDUCATION

By Theodore L. Low

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*Editor's Note:* For notes on a selected list of museums that employ the various methods of adult education indicated in the following article, see p. 390 ff.

## *Early Programs*

Art, natural history, history, and science comprise the four major categories of resources around which museums have been formed. The all-embracing character of these resources, when grouped together, would appear to assure the museum a prominent place in adult education. When soberly considered, however, the role of the museum in education at the adult level must be treated in terms of contrasts between the actual and the potential. The limitless promise of the potentiality should not obscure the relative inadequacy of present programs.

Education and museums were first linked together seriously in 1870. In that year, when charters were granted to three of our present largest public museums, education was a constant byword of the founders. However, the exigencies of collecting and the tribulations of fund-raising soon contrived to relegate fulfillment of the educational ideal to some later date. Subsequently, during the first decade of the present century, when active education was finally recognized as one of the functions of museums, staffs consisted primarily of research scholars having little or no interest in popular education. Although the fruits of their research would eventually benefit the public, the immediate needs of that public were not generally considered as of primary importance. Furthermore, the education which did slowly take its place as a museum function was conceived essentially as the education of the child and not of the adult.

Since 1906, when the first museum guide service was inaugurated, museum education has spread widely. Today, although the emphasis is still on the child rather than on the adult, education is generally recognized by professional men and women in the field as one of the museum's most important functions. Much useful work has been accomplished through the accepted procedures of exhibition, publication, loans, talks, and more formal lectures. Until very recently, however, the subject content of museum education was determined on the basis of staff knowledge of collections, without reference to the unspoken needs and desires of the community. Programs, therefore,

reached only those members of the community who were willing to accept the choice of the museum. Although this system of program-planning is still dominant in museums, there is apparent in museum philosophy today a gradual shift in emphasis which bodes well for the future of adult education.

### *New Developments*

Two factors have been largely responsible for this new development. The first was the economic pressure brought on by the depression of the 1930's. Retreating incomes forced museums to realize that in the future they must call on the general public for support, rather than depend on the generosity of a few wealthy citizens. In reviewing their status as public institutions, museums saw that their educational services would constitute a potent argument in any appeal for tax funds. The result was a marked increase in the number of educational offerings and a higher place accorded to them in museum esteem. And yet, the type of education remained substantially the same. Still traveling a one-way street from museum to public, the educational offerings continued to be considered in terms of academic, specialized subjects, rather than in terms of general public interests.

The second factor to influence museum philosophy of education was the second world war. Museums, like other educational institutions, recognized that they had not been doing their share to prevent the catastrophe. Instead of using their resources in a manner which would allow man to see himself in perspective, they had merely offered him glimpses of isolated moments from his past and present. Recognition by museums of the inadequacy of their past approach is bringing, therefore, a shift in emphasis from the particular merits of art, natural history, history, and science, each for its own sake, to an emphasis on the part that each of them may play in promoting tolerance, understanding, and a better way of life.

Coincident with this basic change, has come a skepticism toward old approaches and methods, which has resulted in a testing, even if timid, of new ones. Thus, whereas in former times the museum staff was the arbitrary planner of programs, there is now a growing tendency to discover first what the public wants and needs and then to see whether the collections can meet these demands. The traditional program, prepared in solitude and announced to the public as a finished product, is in jeopardy, because the discovery of wants and needs demands a working out of, rather than toward, community groups.

Methods, too, are undergoing slow but certain change. Here the trend is away from the academic lecture, with its accompanying audience passivity, toward discussion and audience participation. Traditional museum aloofness and sanctity are compatible only with the former methods. The result of

the change is that museum and public tend more and more to meet on a friendly and informal level. In the art museum, this tendency is seen most clearly in the gradual shift from an emphasis on art history and aesthetics to a search for the basic meaning of art objects in relation to the time and place of their creation. In museums that hold classes in practical art, the same tendency manifests itself in stress on avocational rather than vocational work. In the natural history museum, it is exemplified in the trailside museum, where the museum becomes merely an intermediary between man and the unknown out-of-doors, instead of an arranger of cupboarded and serialized specimens. Finally, exhibition techniques are likewise evolving. The educational exhibition, long the prerogative of the natural history and science museums, is entering the art and history fields. At the present time, such exhibitions, designed to be comprehensible in their entirety to the lone visitor, are confined chiefly to the child level. Their success, however, points to their rapid introduction into permanent and temporary exhibitions for general visitors, of whom large numbers are adults.

### *Methods in Use*

Exhibition is, of course, the dominant method of adult education practiced in all types of museums. Techniques vary according to the class of objects shown. Thus, science museums stress mechanical exhibits, which the visitor operates and controls. Natural history museums emphasize the habitat group. Art museums generally hold to the aesthetic arrangement of objects in chronological sequence. Exhibitions of these types are not necessarily self-explanatory. Of more importance to the general public are the educational exhibitions, complete with labels, diagrams and other aids, which tell their own story.

Loan collections of teaching materials, including slides, films, photographs, reproductions, and original objects or specimens, available for use outside the museum, have become part of the educational service of almost every museum. Whereas, originally, most of this material was lent item by item, there is a growing tendency for the museum to organize the material into circulating exhibitions built around various themes.

Aside from scholarly publications which serve adult education only indirectly many museums publish popular works unobtainable elsewhere. This field of activity promises to grow increasingly as time goes on.

Another indication of broadening horizons among museums may be found in the current willingness to include programs of activities which are not necessarily an outgrowth of particular collections. In general, these activities take the form of concerts, film showings, and dance recitals. In-

ingly in evidence is an effort to correlate art forms. Curiously enough, many of the science museums are prominent in this field.

Guided tours, gallery talks, and lectures are standard items of museum fare which, in the order named, tend to range from the extremely elementary to the highly specialized. All are legitimate methods of adult education and all have their place in the museum program. However, as noted earlier, they are customarily planned as part of an announced program which reaches only those members of the public whose interests happen to coincide immediately with the museum's choice.

Although women's clubs and other community organizations have taken advantage of museum service in the past, it is only in comparatively recent times that museums have begun to turn to the community for guidance in preparing their programs. This growing community consciousness on the part of museums is a most encouraging sign that museums will soon assume an increasingly important role in community adult education. In this type of work discussion is becoming a popular method.

Many art museums were founded with the intention of having as part of their program the training of professional artists. These museums are now few in number as compared with those in which the recreational value of art training is becoming increasingly recognized. Whereas the training of professional artists is gradually shifting to independent art schools, avocational art work is continuing to enter museum programs.

Museums have long used radio in their educational work. At the present time, despite the obvious difficulties of translating the visual object into auditory terms, there are more museum radio programs than ever before. Many of these, however, are considered primarily for their publicity value rather than for their educational effectiveness.

Experimentation with television has been the concern of some museums for several years. The potential usefulness of the new medium for adult education through museums is generally recognized. On the other hand, concentration of television in certain key areas has restricted the amount of experimenting which could be carried out.

In closing, it may be said that, though at present museums are not in a position to exalt too highly their achievements in adult education, they can point with some assurance to a promise of things to come. That museums must eventually accept adult education as their primary function seems inevitable.

## ADULT EDUCATION ON ITS OWN

### *The Advantages of Independent Schools and Centers*

By Dorothy Hewitt

*Director, Boston Center for Adult Education*

*Editor's Note:* For notes on a selected list of adult schools and institutes, most of which are conducted as independent enterprises, see p. 310 ff.

#### *Adult Education Not a "Frill"*

The keen enjoyment and deep satisfaction that are shared by those of us who have the good fortune to work in independent adult education schools and centers carry with them heavy obligations. Adult education activities that are wholly independent of any other institutions have the greatest opportunity and the greatest responsibility to be real pioneers.

It is for us to give full breadth and depth to the potentialities of adult education. Far too many people, both in and outside educational circles, still think of courses for adults as a "frill," or as a constructive way to use a school building or other plant in odd hours. Others believe that adult education exists mainly in order that the "underprivileged" may learn as grown-ups what they missed as children. A most unfortunate corollary of this concept is the belief that all we need to do is to provide for these grownups at night the same courses—without change of environment, methods, or content—as are given to children in the daytime. Thus appraised, adult education is little more than a repair service. Or to change the metaphor, it is a kind of poor relation in the education family—the last to be considered when things go well, but the first to suffer in times of stress. To witness, there are the many adult education activities that were cut substantially, or eliminated entirely, during World War II, a time when, by all odds, adult education was most needed.

#### *Why Adult Education Is Essential*

Adult education, though the youngest member of the education family, is by far the most important. This statement can be supported, without in any way underestimating the very great importance of all other types of education. Let us freely admit that we need more and better education of every sort, and on every level from the nursery school through the university. Then why the paramount importance of adult education?



First of all, the affairs of the world, including the upbringing and teaching of children and adolescents, are in the hands of adults. In order to do their jobs adequately—whether it be in the area of good family relations, or of world affairs, or somewhere in between individual concerns and global issues—men and women constantly require more knowledge, deeper understanding, and a chance to experiment with new ideas. It often seems, however, that what adults need most of all is an opportunity to continue developing their creative abilities, not only for the enjoyment to be found in creative activities, but also for the release from nervous tension which they give. Inward calm is an essential condition for increasing one's own perspective and one's grasp of another's point of view. Only as we acquire these attributes shall we, as a people, be equal to the task of building a better world, whether it be in a home of one room or in society at large.

A second reason why adult education is an outstanding necessity is that experience and maturity are essential, if human beings are to learn to the best possible advantage. The philosophy behind mathematics usually escapes the college student. A young person in his teens or early twenties seldom gets the full implication of courses in economics, political science, and similar subjects, even though he receives a grade of "A" for his work in each of them. Much of what great writers in any language have said or implied usually escapes the immature. Adult experience is needed for full understanding. The older one grows, the richer are the satisfactions which one gets from studying what the great minds of all times have left for us.

There are, of course, many other reasons why adult education is an essential element in the warp and woof of our society, but the two already reviewed are sufficient to make it clear that it is incumbent upon all of us to enlarge the vision of adult education's possibilities and, further, that those in independent organizations have a special obligation to lead the way.

### *Special Obligations of Independent Organizations*

First and foremost, we have to provide adult education of a quality that is equal to its responsibilities. We, in the independent organizations, are completely free to develop the best in leadership and in our teaching staffs. We do not have to use the existing faculty of any institution, and therefore need not be troubled by the problems that arise when faculty members, who may be excellent for carrying out the original aims of their institution, find it difficult to adapt themselves to the teaching of adults. We may pick our leaders from any source. As has frequently been said, the best teachers or leaders for grown men and women are not always found in formal institutions of learning. "Doctor, lawyer, merchant, chief," all qualify as teachers of adults. Painters, newspapermen, investment brokers, photographers,

government personnel are but a few of the occupational types of men and women who enrich and vitalize the curriculum of the independent school. Since many of these adult education teachers, recruited from other professions, have no set pattern from previous teaching, they are more than eager to take part in the experiment of discovering successful ways of working with adults.

To the independent schools and separate centers of adult education belongs also a large share of the responsibility for laying great emphasis on developing the best methods and techniques of working with adults *on their own terms*. These schools and centers must take into consideration the obligations, the ways of living, and the mental development of the adults to be served. There is no need to argue for, or to use, any given techniques or media or body of material. Very often educators have discovered that what has seemed best for children and adolescents is inappropriate for adults. Those of us who work in independent adult education organizations have a degree of freedom—from tradition, from administrative control, or from just plain habit—that those working in an adult education program attached to a high school, college, trade union, club, or religious organization quite frequently lack. Furthermore, even if the administrators of adult education in the schools attached to some other institution are so fortunate as to be really free, the public almost invariably thinks of the courses offered as imbued with the philosophy and purposes of the parent body.

Adult education that is strictly on its own can also lay emphasis on discovering what adults want to learn and how they want to learn it. The separate centers can so design their courses that they will meet the needs of the times—as of today, not as of last year nor the one to come.

And finally, there can and should be democratic administration of independent centers by those who use them. We must create an atmosphere in which the community as a whole thinks and acts upon the principle that adult education is an essential for everyone, belongs of right to everyone, and is the responsibility of everyone.

## PART IV

### COMMON CONCERNS

1. PREPARATION OF TEACHERS AND LEADERS
2. MEDIA AND METHODS OF INSTRUCTION
3. COORDINATION AND COLLABORATION



# TRAINING ADULT EDUCATORS

By Wilbur C. Hallenbeck

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*Editor's Note:* For notes on a selected list of representative training programs for adult educators, see p. 456 ff.

Many thousands of adult educators are constantly at work in regular jobs throughout the United States and Canada. The majority of these, however, have either been pushed into their jobs by circumstances or been pulled into work with adults by their own concerns and interests, without previous training. Many of them have received in-service training, and some have acquired professional training after they have had considerable experience. Others have obtained their positions after they have had professional training. Such a situation as this is inevitable in a profession which is in the process of developing.

## *Opportunities for Trained Adult Educators*

As the fields of operation of adult education have increased, and experience has accumulated, the need for professionals has grown. And yet opportunities for trained adult educators are still equivocal. The need is there, and in some quarters the demand is turning to pressure, but the support is still inadequate and unsteady. It is still true in most situations that adult education gets done by a bootlegging process on the part time of persons employed primarily for other functions.

There are three areas where positions in adult education are steadier. The first is the teaching of English and citizenship to foreign-born residents and the elementary phases of education to the functionally illiterate in the larger cities. This type of teaching, however, is a part-time job with hourly pay for a short term, and it must consequently be done on the margin of time of people otherwise employed. Standards and requirements have been set up which, for the most part, are inadequate, especially with regard to methods and materials useful in dealing with adults. There are also some part-time jobs in evening high schools, where requirements are the same as those for teaching in day high schools, without regard to the fact that most of the evening students are adults. It is scarcely possible to have adequate requirements for part-time, poor-pay jobs.

The second area of steady employment in adult education is the Coopera-

tive Extension Service in agriculture and homemaking, where a large proportion of the professional adult educators are to be found. The basic training for this work is done in the land-grant colleges. Home demonstration agents major in general home economics, county agents in general agriculture, and state specialists in their various special fields. Under the leadership of the federal extension service office in the Department of Agriculture and the state extension offices, a program of leaves-with-pay has been worked out so that extension service employees may take up graduate study in adult education. Programs in several universities have been approved for this purpose.

The third area is group work. Since positions in this area are in large measure with agencies and institutions which consider themselves social-work agencies, group work has been looked upon as social work. The basic training for it has therefore been in social work, with specialization in the techniques of group work and in community organization and community planning. The question inevitably arises: Is group work social work or education? In actual practice, it is more nearly adult education. Group workers find a need for training in adult education and adult educators find a need for group-work training. In fact, adult education training is heavily loaded with group-work concepts and techniques. The answer to the question above is, of course, that group work is both social work and adult education; that it involves some training in both fields; and that the major emphasis in each individual case should depend on the circumstances, agencies, and problems involved.

### *Adult Education as a Profession*

The three essential elements that make a profession—a body of knowledge, specific training, and jobs—must be considered in the preparation of adult educators.

Jobs have already been discussed in general. Among the many adult education jobs, there is a great variety. Compare, for example, such diverse tasks as teaching those who have been deprived of formal education and leading discussions on the current social, economic, and political issues; teaching handicrafts and teaching psychology; developing music appreciation and carrying on parent education. The diversity of these tasks indicates the need for a common denominator of training and shows the types of specialization which are practical. A partial list of these types includes: (1) work with a particular group of people—parents, workers, recent immigrants, etc.; (2) various subject-matter fields, broadly rather than narrowly conceived; for example, social sciences rather than history or economics, development of personality and human relationships rather than psychology, communication rather than English and the like; (3) types of adult education, such as leading

forums, or discussions, or developing skills, or recreation leadership; (4) community organization and community planning, involving group-work techniques and methods, stimulating indigenous organizations and democratic processes; and (5) organization and administration of adult activities.

Training has two points of reference: on the one hand, the jobs to be done, already referred to, and on the other hand, the body of knowledge. The latter is the determining factor for training. There are still many issues and differences of opinion with regard to training, but the main problem is the concept around which the training is built. Two things must be borne in mind: first, adult education is a function and a process, not an end, and consequently it becomes valid with reference to definite objectives; second, education cannot be accomplished, as such, in a vacuum. We speak of an educated person, but he is educated by virtue of the definite knowledge, skills, attitudes, etc. which he has acquired. Consequently, while a teacher teaches people he must teach them something.

### *The Body of Knowledge*

With reference to the body of knowledge, there are four possible positions.

First is the traditional position held by most universities: All that good teaching requires is mastery of a subject-matter field. This position assumes that the main objective is a systematic coverage of an organized field of knowledge *per se*. The method which is implicit in this view is the lecture; the materials are textbooks or readings organized by the instructor.

Second is the position that methods are the "tools of the trade" of teachers, and that, consequently, the training of teachers is primarily a matter of their acquiring knowledge about and experience with methods. Many teacher-training institutions hold this position. The assumption is that the subject matter to be taught is available, but that, only as tested methods of teaching are used, can subject matter be effectively transmitted to students, in terms of objectives set by teachers. Methods are laid down, and materials are a matter of the best possible selection.

Third is an essentially different position. It holds that adults have peculiar problems of learning and that the conditions imposed by these peculiarities make the teaching of adults unique. Consequently, an understanding of the psychology of the adult and how to obtain knowledge about adults as individuals is basic in training adult educators. This point of view has gained increasing recognition as the knowledge of adult psychology has grown. The assumption here is that adults "call the tune" through their interests and needs, and that the conditions of learning dictate methods and materials. Because of the wide range of individual differences in any group of adults, each situation is unique. Methods involve experience in how to apply princi-

ples in real situations; materials must be created, because there is a dearth of satisfactory ones.

Fourth is an eclectic position taking those things from each of the other positions which are applicable and useful. It is necessarily built around the psychology of the adult and is gaining increasing acceptance.

This fourth position is essentially the one that we are taking here, with the following additional emphases growing out of the sociology of adults.

1. The community is the setting of any adult education situation and determines the kind of adults who will participate, the problems they will have, the character of activities involved in the solution of these problems, and the adult education possibilities.

2. The motivation on the part of adults for educational experience is closely related to the problems which they encounter in daily living. Their educational opportunities should therefore take account of these problems.

3. Since it is the pressure for action which is the focus of experience motivation, the completion of the educational experience for adults involves action.

4. The aim of adult education must be the satisfaction of the adult participants, not the completion of a course of study or a term of classes.

5. Since the world of experience of the majority of adults is very limited, in our present day with its great opportunities for the enrichment of living, adult education has the obligation of "expanding the horizons" of adults.

6. Growth into effective democratic citizenship is an adult education process.

### *Content of Training for Adult Educators*

The content of training for adult educators grows out of the philosophy of training and the concept of the body of knowledge. There follows a general descriptive outline of the major areas of studies for those in training under the philosophy which has been stated.

### General Introduction to and Knowledge about Adult Education

History of adult education, not as such, but rather to discover the place it has held in various times and in various cultures, the objectives and purposes under which it has operated, the forms it has taken, and its accomplishments; the precipitate of history in the adult education of the present day; the factors which have made adult education effective in the past and their relevance today.

Philosophy of adult education: the character of purposes and objectives and how they are determined, both ultimate and immediate; the ideas



with which to work; principles derived from experience; the necessity for and the process of developing a "working philosophy."

Functions of adult education deduced from an analysis of the social scene, involving a knowledge of the chief characteristics of American culture and an understanding of the place of adult education in that culture, the conditions imposed on adult education by democracy, the relation of the cultural function to community functions.

Administration of adult education including the organizational structure of American adult education, the roles of various institutions, practical problems of organizing and operating a program, the community approach, problem of integration.

Emotional requisites for adult educators; belief in people and a better world, sense of mission, genuine interest in adults, broad interests, and experience in rich living.

#### Community and Community Organization

This area of study would include a basic knowledge of sociology and the techniques of community study; an acquaintance with sources of data about communities; the theory and facts about community organization and community planning; a practical understanding of the relation of adult education to community organization and community planning and of group life and cooperative activity.

#### Psychology of Adults

Factual data about adult learning; deductions regarding the peculiarities of education of adults; implications for methods in adult education.

#### Methods and Materials

How to meet the conditions of adult learning: individual attention and group experience; informality; attitude toward and character of methods. Methods found useful by experience: cooperative participation; discussion of various types; workshops; psychodrama, etc. Problems of materials: readability; printed matter; use of mimeograph, radio, films, discussion outlines, etc.

#### Problems of Experience

Some of the best material available for use in training adult educators grows out of the problems, which have been, or are being, encountered in experience. Provision should be made for the use of this material as a basis for criticism, analysis, and evaluation.

### *Programs and Agencies*

The program of training adult educators assumes a liberal arts education as a background. It is professional training on a graduate level in graduate schools of education. Teachers' colleges and education departments in liberal arts colleges can and occasionally do offer introductory courses. Only one or two institutions have so far attempted comprehensive training, and their programs follow in general the outline above. Specialized courses in subject matter, skills, etc. are not special to adult education and are obtained through work in other departments. In-service training through summer courses, institutes, conferences, and workshops is offered by many universities. Frequently organizations with extensive programs and large staffs provide training for their own people. Among such organizations are federal agencies, public schools, young people's organizations, churches, workers' education organizations, women's clubs, etc., etc. A listing of institutions where training is to be offered during the summer, together with their programs, is published annually in the April number of the *Adult Education Bulletin* of the National Education Association.

### *Methods in Training Adult Educators*

It would seem quite unnecessary to say that adult educators should be trained as they are taught to train others, and yet all too often they are lectured about the disadvantages of lectures as compared with other methods. Methods must be a matter of experience, and instructors who cannot demonstrate methods are not able to do the job of teaching methods. There is as much art as knowledge in the use of methods, which means that field-work experience is an essential part of the training of adult educators. Actual working with adults, during, or in preparation for, the training period, should be supervised. The supervisor should be sympathetic and cooperative, and capable of giving constructive suggestions and helpful criticism.

The whole process of training should be informal. Since the focus is upon the use rather than the possession of knowledge, most of the material can be handled more effectively through discussions and conference processes. The training will likely be climaxed in a seminar on problems in which not only the problems and plans of the participants, but also the general and common problems of adult education are cooperatively explored by instructors and students together.

### *Training of Lay Leaders*

The increasing use of lay leaders is inherent in the very character of adult education; a cooperative learning experience related in one way or another

to group action. The most successful adult education enterprise in the United States, both quantitatively and qualitatively—the Cooperative Extension Service in Agriculture and Homemaking—depends almost entirely on lay leadership in its group activities; its success would not have been possible otherwise. Money will never be available to do the necessary job of adult education by professional leadership. All adult educators, consequently, will be responsible, sooner or later in some way, for training lay leaders.

The training of lay leaders is not essentially different from the training of professionals. It will, however, be more limited in scope and more specifically related to the job in hand. It will necessarily involve less time and so be more selective in content.

### *Some Issues in the Training of Adult Educators*

*Adult educators are born and not made.* The issue suggested in this statement always appears in the early stages of the development of any profession. The question here really is whether the spirit of the teacher is not more important than his knowledge. The answer is that in adult education both are essential. When rules and techniques take ascendancy over personal qualities and dedication to a job one believes in, then adult education loses its vitality.

*Trained adult educators can handle any adult education situation.* The sweeping positiveness of this statement makes it impressive, but not true. It should be obvious that the tremendous variety of situations, objectives, types of study and kinds of people involved in adult education precludes the possibility of anyone's being equal to all occasions. Even a trained adult educator is illiterate in some areas of living and in many areas of knowledge. One is sometimes teacher and at other times learner.

*In the last analysis, the competence of a teacher lies in his mastery of his field of knowledge.* One cannot interest students in a subject of which he knows little. The eager response to the fascination and challenge of knowledge is contagious; it is passed on from those who have it to others. The context of the training of adult educators is a professional body of knowledge for the edification of those being trained. This is not the knowledge, engendering the love of knowledge, which the teachers in training are later to pass on to their students. That is something else, something so important that, without it, an adult educator will be a sterile worker in a world which needs his fruitful labors greatly.

# PROFESSIONAL PREPARATION FOR PUBLIC LIBRARY ADULT EDUCATION

By Miriam Tompkins

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*Editor's Note:* For additional information about the programs of the library schools referred to in the following article, see p. 381 ff.

## *Courses in Adult Education*

Miss Sigrid Edge, of the Simmons College School of Library Science, reporting the findings of an investigation of the preparation for library adult education that she conducted in 1938 states: "On the whole, library schools seem more inclined than public libraries to accept responsibility for leadership in adult education."<sup>1</sup> Examination of the curricula currently offered by accredited library schools, particularly those emphasizing education for public librarianship, reveals that the majority of them continue to recognize the importance of this subject and to provide some opportunities for its study. However, the idea, prevalent in 1938, that adult education is inherent in all aspects of library service to adults, still prevails; and the tendency is to present adult education, not as a separate subject, but as one relevant to all courses in the public library field. Theoretically this method appears to be sound. Its success depends, however, on a carefully integrated program and a teaching staff fully cognizant of the meaning, purposes, methods, and significance of adult education. Whether the amount of attention given to the subject is adequate, especially in view of the urgent need for greater civic and social understanding on the part of the general population, and the stress given to the educational functions of public libraries by the American Library Association in its *Post-War Standards for Public Libraries*,<sup>2</sup> is open to question.

Most of the schools now require at the beginning of the first year of study a general introductory or orientation course. These courses usually accord some attention to adult education—its history, types of agencies, functions, and objectives. The course offered by the Simmons College School of

<sup>1</sup> Edge, Sigrid A. "Preparation for Library Adult Education." *Library Quarterly* XVI: 42.

<sup>2</sup> *Post-War Standards for Public Libraries*. American Library Association 1943, p. 19-24, 28-29.

Library Science is representative of this method of presentation at its best. Here students undertake a study of the social milieu of the public library through lectures by members of the Department of Sociology of the College, supplemented by carefully planned visits to various community educational and recreational agencies. A fairly extensive written report by each student describing the community context of a particular library of his or her own choosing synthesizes this study. Other schools offer similar opportunities, though few of them provide as much actual contact with community activities as Simmons does.

Book selection, public library service, and library administration are other courses which, in many of the schools, give some emphasis to adult education. Book discussion meetings suitable for adult education groups take the place of the more usual type of book reviews in the "Book Arts" course of the Denver University School of Librarianship. The library administration course at Denver brings students into direct contact with the adult education program of the Denver Public Library, particular attention being given to readers' advisory services, the organization and functions of the Denver Adult Education Council, and the Public Affairs Information Center. Opportunities are also provided for students to participate from time to time in adult education programs sponsored by the library. In the public libraries course given by the School of Library Service, Columbia University, students devote a part of their time to the preparation of service programs for the continuing education of adults in problems related to contemporary life. The University of Michigan urges all prospective public librarians to elect "Education of Adults for Community Improvement and Leadership," a course given by the School of Education in the University. Columbia makes it possible for interested students to take courses in the Department of Adult Education at Teachers College. The library schools at the University of Illinois and the University of Minnesota follow a similar practice.

### *Content of the Courses*

Schools offering special courses devoted entirely to adult education usually limit the content of such courses to the field of "reading interests," interpreting the term somewhat narrowly as applying primarily to popular reading and the work of the readers' adviser in planning reading courses for individual readers. This practice is in accord with the traditional view of librarianship. There is little evidence that many of the schools pay particular attention to the techniques of interviewing or to diagnostic procedures in the study of readers' problems. Both the Library School of Western Reserve University and Columbia offer some instruction of this type. Other schools may, too, though it is not apparent from the statements in their catalogues.

A number of the schools have expanded their reading interests courses, however, to include a more generous representation of adult education services. Methods of cooperation with community groups, procedures for organizing and leading library-sponsored discussion groups and forums, program counseling, and audio-visual materials for adult education are some of the topics specifically mentioned in the descriptions of these courses. Problems pertaining to readability are stressed; but few schools, apparently, give much, if any, attention to a consideration of the reading process itself, probably because they continue to regard this subject, as they did in 1938, as belonging to the specialist in education and outside the province of the librarian. Inasmuch as library adult education assumes responsibility for reading guidance, some knowledge of the psychology of reading would seem to be an essential part of the public librarians' intellectual equipment. Students may, in many of the schools, elect such courses in other departments of their universities. There is no evidence of the extent to which they do so. Columbia and Michigan, however, offer special courses in the psychology of the adult reader.

Additional opportunities for specialization in the field of library adult education are offered by schools giving advanced courses leading to the master's or doctor's degree. A seminar, "The Public Library and Adult Education," is a part of the second-year curriculum for public library majors at Columbia University. This course is supplemented by graduate courses in adult education, sociology, and psychology available in other schools and departments on the campus. Students in the Graduate Library School, University of Chicago, have similar opportunities. Chicago has long been a leader in the field of advanced studies of community adult education and of readers and reading interests, and its faculty and students have made notable contributions to knowledge in these areas. Various aspects of adult education have been the subjects of theses written by students fulfilling requirements for advanced degrees in most of the graduate library schools.

At the present time the curricula of library schools throughout the country are undergoing drastic revisions in attempts to bring them into closer alignment with current educational theory and practice. The sociology of communication, problems relating to readers and reading, procedures for dealing with organized and autonomous groups are among the topics receiving special consideration. When the new courses of study are established, it is hoped that preparation for library adult education will be given an important and conspicuous place.

# MATERIALS IN ADULT EDUCATION

By Robertson Sillars

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## *Means Are Not Ends*

Educators, like other people in our complex world, tend to overspecialize. Overspecialization permits a comfortably detailed knowledge of a part of a field that could not be gained of it all. Further, to be concerned with a part is to be concerned with an instrument, never with an end. Instruments do things, and that fact holds an uncanny fascination for the specialist, quite irrespective of the value, importance, or appropriateness of the things the instruments do.

The media by which educational materials are communicated offer a tempting field for overspecialization. Communication is regularly and almost universally discussed as a thing in itself, without reference to what is communicated. To prevent our doing something of this sort, it is necessary, at the outset, to remind ourselves that materials are nothing but aids in the teaching and learning process. They are, as Edward Lee Thorndike tells us in his book, *Adult Interests*, the actual contents of a course of study.<sup>1</sup> Yet courses of study are often prepared without giving any detailed attention to this crucial matter of materials. Andrew Hendrickson, in an appraisal of courses of study for adults, reports as common the following type of notation: "Materials: magazine articles, slides, films, illustrations (stories, incidents, etc.)."<sup>2</sup> Since the substance of a course of study is a selection of *particular* articles, films and so forth, such a listing of *types* of materials is, obviously, not very useful.

Just as courses of study have been prepared with no more than vague and general reference to materials, so materials are often discussed, classified, and analyzed from a purely technical standpoint, without adequate reference to the courses of study of which they should form an integral part. To avoid these opposed errors, materials must be viewed in the light of their function.

In their most general reference, educational materials are the elements from which the educator builds a bridge to enable the learner to pass from where he is to where he wants to be. If all learners started at the same point

<sup>1</sup>Thorndike, Edward L. *Adult Interests*. The Macmillan Co., New York, 1935. p. 132.

<sup>2</sup>Hendrickson, Andrew, *Adult Education Courses of Study: An Appraisal*, Bureau of Publications, Teachers College, Columbia University, New York, 1938. p. 21.

and aspired to the same goal, the provision of the proper materials would be relatively simple. But people differ, not only in the experience, knowledge, skills, attitudes, abilities, and interests that they bring to the learning enterprise, but also in the problems that they wish to solve and the satisfactions that they seek through education. This fact would constitute no special problem for adult education, were it consistently and adequately recognized in practice. What often happens, however, is that adults are expected to start a course of study where the teacher wants them to start and to proceed to a goal they have had no part in determining. Besides being undemocratic, such a procedure is highly inefficient. There can be no doubt that unnumbered millions make no effort toward continuing education because this arbitrary and authoritarian approach makes it meaningless to them. Even in the case of those who participate in adult education programs, only the few who happen to be at the point of readiness assumed by the teacher, and who make the teacher's goals their own, gain maximal benefits.

Thus, we can never choose or assess materials wisely except as they are viewed as aids in a program oriented to the learner's motives, interests, capacities, and skills. Of these, his motives, his objectives, are of first importance. They are, in the last analysis, the only motor that can be depended upon to power the adult education enterprise.

The selection of materials is governed by the same considerations that determine the content of the course. How and under what circumstances shall we use books? What books shall we use? What types of learning can be advanced most effectively by motion pictures? What occasions and purposes make recordings appropriate? These and kindred questions cannot be answered without specific reference to the learner's characteristics.

At this point a practical difficulty presents itself. While it is true that education is, in the last analysis, individually consumed, it is also true that effective materials must be mass-produced. The magnitude of the need and considerations of technical competence and economy make mass production mandatory. The problem, then, is to satisfy the needs of the individual under conditions of standardized mass production of printed materials, motion pictures, recordings, and so forth.

### *Conscious Planning*

This is one of those massive, long-term problems of adult education that arise, like adult education itself, from the nature of modern industrial society. It can be solved only by conscious planning at all stages in the process of *producing, evaluating, classifying, selecting, distributing, and using* materials.

Each of these aspects of the problem of materials has been discussed, studied, and dealt with practically in one way or another, over the years. The



subject has never been expounded comprehensively, nor have the materials for such a study ever been brought together. Nevertheless, certain patterns of adaptation to the conditions of the problem have begun to emerge with sufficient clarity to bear at least tentative statement.

As we have already noted, the *use* of materials by learners is the final end toward which all phases of production and distribution are directed. Therefore, it is only in terms of this end that the crucial questions arising at each stage of the process can be answered. For example, the paradox of mass production and individual consumption of materials can be dealt with in certain types of education by the segregation of learners into definite occupational and interest groups. When the group's objectives are sufficiently precise and concrete, as in many phases of the agricultural extension program and vocational and military training, the problems involved in providing materials are much simplified. Such groups, organized for education and training to achieve common or closely similar purposes, constitute a clientele of known numbers, characteristics, and needs. Moreover, patterns for programs and curricula have been worked out, giving those who produce materials the guidance that comes from knowing how they are to be used.

The situation, however, is quite different when we approach that broad area of educational activity directed toward spreading the knowledge and establishing the attitudes that are necessary for personal satisfaction, and for constructive participation in democracy. This is the area of critical challenge to adult education. In relation to what is known by specialists, there is a decline of knowledge among the people generally; and in relation to the enormously increased scope of governmental responsibilities and activities, there is decreased participation in the processes of democracy. As a consequence of the increased specialization, complexity, and tempo of change in both knowledge and government, the people know less of what there is to be known, and they do less about their common problems. The resulting confusion of attitudes and counsels is inevitable.

### *Humanizing of Knowledge*

It is in this kind of situation that we find the significance of the warning that "civilization is a race between education and disaster," and the necessity for what James Harvey Robinson called "the humanizing of knowledge." If the knowledge of specialists is to be made available to the layman, it must be presented in a form that is understandable, usable, and interesting. This is a formidable undertaking. Major obstacles are the division of knowledge into "subjects," the habit of regarding knowledge as an end in itself, and the inability of most specialists to communicate their knowledge in terms of the layman's experience.

As a result of research in the field of communications there is already considerable knowledge of how clarity and interest can be achieved.<sup>3</sup> But knowledge of how to produce educational communications cannot be widely applied unless there exist reliable consumer demand and channels of distribution. In recent years the practice has grown up of hawking educational wares in the already well-established recreational market. Products of varying degrees of educational significance are found among the output of digest magazines; low-priced, paper-bound books; the studios of radio networks and of theatrical motion picture producers. This development is promising and suggestive of large future possibilities. It tends to break down the unwholesome distinction between education and recreation as human activities and to make the popular media of communication the vehicles for genuinely popular education.

There is, however, grave danger to democracy inherent in the popularity of the so-called mass media, and this danger should not be overlooked. What has happened in the fascist and communist states is ample demonstration of the fact that mass media can be used to foist upon the public mind predigested attitudes, ready-made opinions, misleadingly incomplete information, and one-sided interpretations. This danger is ever-present, whether these media are under private or public control. The problem, however, is not one of defending ourselves against mass media, but of using them properly. The ultimate safeguard of the critical intelligence of a democracy lies, not in attempting to rob radio and motion pictures of their dramatic and emotional appeal, nor in watering down strong viewpoints, but in the use of mass media by the people to help them make the continuous readjustments of individuals to society and of society to individuals that our dynamic culture requires. The danger of mass communications lies mainly in their reception by an inert people.

### *The Task of Distribution*

When we think in this way of the *use* to which educational communications are put by the people who receive them, the task of distribution is seen to be not simply to reach the greatest number of people, but to get the right materials to the right people under circumstances in which the materials will be useful in solving their problems.

As in the case of so many of the tasks confronting adult education, there

<sup>3</sup> A productive example of communications research is the work of the Readability Laboratory, directed by Lyman Bryson at Teachers College, Columbia University, 1936-40. The Laboratory produced eleven books for the layman ("The People's Library." The Macmillan Co., New York. 1939-40).

is no way of doing this job except as one aspect of community organization. There are two basic reasons why this is so.

In the first place, materials of the type needed are not likely to be forthcoming on a socially adequate scale except in response to the needs of organized educational effort in the community. If people—as individuals, as groups, as communities—are engaged in *doing something* about the problems that beset them, their very activity will define the nature of the help they need. On the basis of the demand thus created, educators, librarians, group and community leaders can select the most appropriate materials from those now available and, if they act in concert, they can stimulate the production of new materials more sensitively attuned to educational needs.

In the second place, community organization is necessary to create conditions under which existing materials may be made available to those who can benefit from them. Coordination of activities for the achievement of common purposes, on the part of schools, libraries, trade unions, business organizations, various voluntary groups, and other local agencies, almost inevitably affects the provision of educational materials for the community. At some stage in the process of organization, the participating agencies take steps to pool their knowledge of materials, to make evaluation and selection easier and more reliable, and to increase the efficiency of distribution.

As a result of the trend in recent years toward more effective community organization of educational services, it is no longer novel to find libraries and schools participating in adult education as a regular activity. Many libraries, conscious of their unique responsibility for the diffusion of knowledge among adults, have added to their book collections and periodical files growing collections of pamphlets, information bulletins, motion pictures, filmstrips, and recordings. In some communities, cooperating agencies arrange previews of films and displays and demonstrations of the use of new materials. Important assistance in procuring materials is brought to local adult educators by state education departments, and by such national cooperative clearing-house agencies as the Educational Film Library Association. Local branches of men's and women's associations receive aid from their associations' national headquarters in the planning of educational programs and the selection of materials. Such aid is of greatest value when it is auxiliary to, and not a substitute for, local initiative and self-determination in these matters.

### *Summing Up*

In conclusion, it seems wise to point again to the danger of concentrating attention on materials or media of communication, without specific reference to what is done with the communications by those who receive them.

The disadvantages of being instructed or informed when there is no occasion to act on the instruction, or to use the information, are sufficiently clear to convince us that it is not important simply to spread knowledge—to get people to read certain books, see certain films, hear certain radio programs. Unless people are trying to solve personal or social problems, and unless materials adapted to aid in the solution of those problems are made available, the widest use of the latest media will accomplish pitifully little in bringing about the satisfying, participating adjustment to society that is the substance of democratic living.

## RADIO AND UNDERSTANDING

By H. B. McCarty

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*Editor's Note:* For notes on a selected list of educational programs broadcast by college and university stations, commercial networks, and individual radio stations, see p. 424 ff.

### *The Golden Age of Communications*

Fate frequently frowns and smiles at the same time.

The present postwar period for which we made so many plans during the war may be one of those times. For here we are at a juncture, with a clear choice of two turnings—one leading headlong into oblivion, the other upward to peaceful thinking and living. And at the very moment when we began to realize the nature of the decision we must make, fate gave us the instruments needed to reach either goal. We hold in one hand the secrets of total destruction, in the other the means of achieving world understanding through the media of mass communications recently developed to spectacular heights of efficiency. Fate may very well get grim enjoyment out of the coincidence.

By the war's end radio was flinging more than forty languages about the globe from almost four hundred short-wave transmitters which scorn national boundaries. Advances in wireless transmission now speed the flow of words—and ideas!—at the rate of 800 words a minute. Plastic mats, light as two feathers, can be made of whole pages of magazines and flown to printing plants throughout the world, making possible the simultaneous publication on five continents of a complete magazine forty-eight hours after the material has been written. Films, likewise, can be exhibited at remote points a few hours or days after their issuance. Four-color facsimile transmits photographs and whole pages of books or periodicals almost instantaneously; and it is now technically possible for any publication to receive the equivalent of a hundred thousand words of foreign news daily.

The "Golden Age of Communications," someone has called this period we have entered. It is a period which has seemed to be also, at least at the start, the golden age of widespread suspicion, distrust, and hatred.

The task of achieving understanding is formidable, but we now have the tools. How shall we use them? And who shall use them? Who, indeed!

There was a time when the school and the church were chiefly responsible for man's information and opinions. But ask the man on the street today which sources contribute most to his way of thinking and he will answer: radio, press, and movies. The mass communications media, the big three in the spread of information and the moulding of opinion, have ushered in a revolution in the life of the mind. But no blast, no five-mile-high cloud has signaled the event, and relatively few educators have sensed its significance.

### *Educational Radio Programs*

There are, however, encouraging signs of activity. In the field of radio, specifically, we are witnessing hopeful developments, on the domestic scene at least. Education in the United States now has a home of its own on the air—twenty channels in the FM (frequency modulation) band—and educational institutions and public service agencies in substantial numbers are entering into broadcasting through the operation of their own facilities. In several states authorities are planning and developing state-wide educational networks. Wisconsin, for example, in 1947 established two state-owned educational, non-commercial FM stations, built two more in 1948, and continued work on a plan for a network of seven FM stations operating day and night. In Michigan, Ohio, Louisiana, California, and other states, similar plans have been, or are being, worked out. Large city school systems such as Detroit, Newark, and St. Louis have built FM stations and developed radio services, joining the number of cities where such facilities and services had previously become well established—Cleveland, Chicago, New York, and San Francisco.

All this educational FM activity is in addition to the experimentation and developments of more than two dozen college and university stations, which have survived the struggle for a place on the air and have served since the beginnings of broadcasting. They represent the institutions which early recognized in radio a means of providing a service and attaining the goal set forth by one of the university presidents: to "make available the beneficent influences of the University in every home of the state." With their freedom to experiment, to serve particular groups of listeners, to reach only limited audiences if necessary, these college and university stations have demonstrated that there are substantial numbers of potential listeners for a great variety of educational programs. Regular university courses direct from the classrooms are featured by several of the stations. Agricultural information and home-making programs are prominent on the schedules, and, in addition, the stations present courses of instruction specially written and produced in the studios—courses in world affairs, history, geography, literature, foreign languages, atomic science, international relations, community living, parent education, and a host of other subjects.

These schools and colleges which operate their own stations and studios have learned that the education which can be presented by commercial stations in their comparatively unwanted hours is not sufficient in scope and quantity to satisfy the needs of the people.

Nothing said here should be taken as gainsaying the important contributions of American commercial networks and individual radio stations to the listener's knowledge and culture. Though not commensurate with the need, the effort has, nevertheless, been great, and a survey of educational offerings reveals an impressive total.

It is important at this point, however, to recognize that networks and stations cannot be expected or depended upon to perform wholly a task which is rightly the responsibility of the educator. Schools and colleges have an inescapable obligation to use the mass medium of radio to the fullest.

When the Federal Communications Commission in January, 1945, announced the reservation of twenty FM channels for educational, non-commercial broadcasting, it gave important official recognition to the educational function of radio. By the same act, it remedied a shortcoming in the American radio structure, which has always subjected education to the competition of entertainment. Moreover, the FCC in March, 1946, called further attention to radio's social usefulness when it issued the now-famous "Bluebook," a report on the Public Service Responsibility of Broadcast Licensees. These two acts of the FCC have had profound effect on the concept of American radio and have helped immeasurably to encourage increasing educational activity.

### *Better Listening*

Gratifying developments are taking place also in another area, in the field of listener interest and expression. "Better listening" organizations and listener councils are emerging and growing. Through surveys, discussions, study, and demonstrations, these groups are tackling the job of developing discrimination and asserting listener needs. They have been responsible for the introduction of adult study courses on "Learning To Listen" and radio units in high school speech and English classes. The need for university courses on radio appreciation has also been recognized. National organizations, too, such as the National Congress of Parents and Teachers, the National Federation of Business and Professional Women's Clubs, the American Association of University Women, are giving more attention to radio as an educational force, with special emphasis on the role of the listener in realizing the potentialities of the medium.

In schools and colleges the nation over, hundreds of radio courses are being taught. There are numerous "radio workshops," which have sprung

into existence, designed as their name implies, to provide classrooms and studios equipped with facilities for thorough study and practical training. Major universities, networks, and stations are conducting "radio institutes." Part of the instruction in these courses, workshops, and institutes is purely vocational—intended to train future professional workers—but much of the instruction, on the other hand, is of a general educational and cultural nature. Instruction of the latter type seeks, through a study of radio, to improve speaking and writing skills and to give students an understanding of radio and its place in society. It aims to develop attitudes and tastes that will guide radio toward its greatest usefulness as a social instrument.

### *Radio's Future Role*

Out of all this study and exploration should come a new vision of radio's role in modern life, a new respect for radio as an educational tool. Our studies will surely teach us our guilt in permitting radio—and the other mass media of movies and the press—to place so much faith in mass ignorance. Certainly we shall see the folly of encouraging inherent human laziness by catering merely to existing wants. Instead of concentrating on people's wants, which are so largely influenced by what they have become accustomed to, we shall come to see the importance of serving people's *needs*. We shall discover that the need for knowledge, at home and abroad, generally exists in inverse ratio to the ability to pay, so that sales and revenue cannot be the sole guide in the use of the mass media. We shall realize that we have frittered away radio time and energy on foolishness; that now there is no time left to waste.

If our studies are searching enough and our vision keen enough, we shall develop new uses of the radio—and the film and the press—in the cultivation of the intelligence and good will upon which cooperation and human survival must rest.

Plainly, the alternatives are integration or disintegration. Fate waits, but not long, for the mass medium educator.



# THE MOTION PICTURE IN ADULT EDUCATION

By Robertson Sillars

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## *Early Impact on Education*

Within comparatively few years of its invention the motion picture has developed from a curious novelty to a communication medium of unexampled range and power. The opportunities it offers of doing better many things we were already doing, and of achieving goals of which we had only dreamed before, become more evident each year. Similarly, the problems generated by the impact of the motion picture on established practices in education, recreation, and communication become greater and more urgent.

There is no major social function that has not felt the impact of the film medium on its particular problems and opportunities. Business, industry, agriculture, government, recreation, religion, and education have all been affected. And of these perhaps education has been affected most of all, though less obviously than some of the others. For education has the task not only of using the motion picture for its own purposes, but also of understanding its functions and its influence on all aspects of our culture.

Although it will be to some a restatement of the obvious, let us look briefly at those characteristics of the motion picture that have made it significant for education in general, and, increasingly, for adult education in particular.

The most typical feature of the motion picture is that it reproduces the dynamic interrelationships of visual and auditory impressions that comprise the environment as it presents itself to a spectator. When this power to reproduce the visible and audible environment is combined with purposeful selection and composition, we have a communication medium and art form of great flexibility, range, and power of conviction.

The first massive demonstration of the potentialities of the motion picture was in the field of theatrical entertainment—a demonstration of its power to delight. So convincing was this demonstration of its ability to hold millions of people daily in the grip of a dramatic illusion that publicists, educators, and government officials were soon led to seek to use this power for their own special purposes and functions. It was not long before motion pictures, designed to persuade, inform, and instruct, began to be produced, though on a much smaller scale than theatrical films. We have proved much more willing to pay for entertainment than for instruction and persuasion.

Consequently, non-theatrical films have been produced with expectations other than the collection of box-office receipts. We have had, for example, a large development of motion pictures in the service of business and institutional advertising and public relations and a smaller, but still significant, development of motion pictures as aids to instruction in school subjects. In addition, for many years before the last war various government agencies produced and sponsored films as a public information service and to gain support for their past work and future plans. Most of this film work was done in 16mm for non-theatrical showing, although some of the outstanding government-sponsored documentary films have drawn large theatre audiences.

### *Effect of World War II*

It was not until the coming of World War II that the motion picture was able to demonstrate to American audiences its value as an instrument of instruction and persuasion on a scale comparable to its success as a medium of entertainment. Then, in order to meet the exigencies of a total war, understanding, skills, and attitudes had to be created rapidly and on a mass scale in the community, in essential industries, and in the armed services. As is well known, films were used lavishly and were found indispensable for this purpose. A recent study of the use of audio-visual aids in the armed services sums up the evidence for the effectiveness of films and filmstrips in these words: "Studies reviewed support the contention that films can and do affect emotional attitudes in the direction predetermined to be desirable. Furthermore, such attitudes tend to persist for a considerable time. Films also definitely increase factual knowledge, and such knowledge also remains with the trainee for a considerable period of time. Studies of the use of filmstrips show that instructors tend to indicate approval of their value, but at the same time do not use them as successfully or as often as films."<sup>1</sup>

Such findings surprise no one. Their significance lies not in their novelty but in the vast extent and range of film use from which the conclusions emerged. Educators have not been slow to draw the appropriate moral from this widespread, intensive, and successful employment of motion pictures for purposes of education and persuasion. Interest and activity in the audio-visual field (by no means limited to films, but in which films occupy a key place) have risen markedly in schools and colleges as a direct result of the wartime experience, which is often cited in support of claims for the effec-

<sup>1</sup> Miles, John R. and Charles R. Spain, "Audio-visual Aids in the Armed Services," Commission on Implications of Armed Services Educational Programs, American Council on Education, 1947.

tiveness of audio-visual media. And this interest and activity have increased also in adult education circles.

Indeed, one of the most significant aspects of our wartime audio-visual experience is that the people who were informed, trained, and influenced with the aid of motion pictures were adults. The theatre-going habits of our adult population and the highly developed arts of the motion picture and animation were used to help the majority of the people adjust to the new tasks and circumstances forced upon them by the war. Although the motion picture was only one among many communication and social influences that combined to bring about this change in the habits of millions of Americans, the varied uses to which it was put, and the increasing confidence of industrial and military training supervisors in its effectiveness, warrant our regarding it as an important means of modifying adult behavior.

### *The Problem of One-Way Communication*

When we consider that the task of communicating knowledge to adults in palatable, understandable, and easily available form has long been one of the unsolved problems of adult education, it is not surprising that the demonstrated effectiveness of motion pictures has aroused great enthusiasm among educators. But this very effectiveness does more to raise a new problem than solve an old one. Lyman Bryson, well-known adult educator and Counselor on Public Affairs to the Columbia Broadcasting System, has frequently called attention to the fact that a mass medium provides one-way communication from the comparatively small group of people who control it to the relatively inarticulate many. The undemocratic, and even anti-democratic, potential in this kind of situation is obvious. In this connection the statement by Miles and Spain cited above is significant: ". . . Films can and do affect emotional attitudes in the direction predetermined to be desirable." Predetermined by the sponsors of the motion picture, of course.

For adult education this will not do. Adult education, which aims at liberation and enlightenment, has an interest directly opposed to the predetermination of attitudes. It exists to further the *self*-determination of adults, as individuals and in groups. This conception of the purpose of adult education, distinguishing it from other forms of social action that aim at the public good, is clearly stated by Bryson in his *Adult Education*: "It is our belief that the primary purpose of adult education is to arouse in the mature mind a rational skepticism, not to paralyze or even unduly to delay action, but to equip the citizen with intelligent knowledge which will make his action effective for his own purposes."<sup>2</sup> In the same work he describes

<sup>2</sup> Bryson, Lyman, *Adult Education*, New York, American Book Co. 1936. p. 109.

the purpose running through all forms of adult education as that "of increasing constantly the student's powers of self-development and self-direction."<sup>3</sup>

If we accept this conception of the general purpose of adult education, we are led to inquire how the motion picture can be used to further such an enterprise. There is, unfortunately, not a great deal of experience to go on here, but one thing seems clear: when used as an adult education medium, motion-picture impressions should not be passively received, as in a theatre. What is given on the screen should be assimilated critically by the audience in terms of their own interests, purposes, and problems. This critical assimilation of the contents of a motion picture is accomplished in much the same way as the critical assimilation of any type of communication—by purposeful and intelligently guided discussion. Such discussion is a traditional and practical means of popular participation in the formation of the attitudes and policies which guide us in dealing with all aspects of our environment. It is based on the democratic assumption that the choice of values and goals is a prerogative of the people themselves and should not be predetermined for them.

### *Film Forums Offer a Solution*

A number of efforts have been made to develop ways of using the 16mm film as a discussion aid, especially in recent years. The techniques worked out constitute various forms of what has come to be called the *film forum*. A good working definition of this term is given by Glen Burch: "The film forum may be described as a variant of the forum method in which a film relating to the topic to be discussed is used instead of a speaker to prepare a group for discussion."<sup>4</sup>

Pioneering work in the development of the film forum as an adult education technique was done during 1941-43 by a Joint Committee on Film Forums, which represented the American Film Center, the American Library Association, the American Association for Adult Education, and the American Association for Applied Psychology. Assisted by a grant from the Carnegie Corporation, the Joint Committee sponsored over 270 film forums in more than 40 libraries in all sections of the United States. These forums attracted more than 15,000 participants. In addition, a number of demonstration film forums were held at conferences of libraries and other groups concerned with adult education.

<sup>3</sup> *Idem*, p. 47.

<sup>4</sup> Burch, Glen. "Notes on Film Forum Management." *Film Forum Review*, I, no. 2, 2-6, Summer 1946. Institute of Adult Education, Teachers College, Columbia University.

These efforts gave many librarians their first experiences with film programs and contributed largely to the increased film-consciousness of librarians the country over.

A pioneering film forum project of a different type was conducted in San Diego, California, during 1944 and 1945 by the wartime USO-YMCA Industrial Services. An Industrial Council for Informal Adult Education, widely representative of San Diego's educational, religious, industrial, and social welfare organizations, sponsored 97 film forum meetings in 14 neighborhoods during the period February-June, 1944. The attendance totaled over 3,000, mostly war industry workers and their families living in housing projects, trailer courts, and industrial neighborhoods. Because of the encouragingly good reception given to the project by these participants, another program of community film forums was organized in 1945. The second year's programs extended over a slightly longer period and involved significantly larger numbers of participants and more neighborhood groups. In his final report on the community film forum project, Howard W. Boltz, Assistant Director of the USO-YMCA Industrial Services, San Diego Area, expressed the conviction that two years of these programs proved conclusively the existence of both a demand and a need for opportunities in this area of community education. Mr. Boltz called attention to the fact that the second year showed an increase of 50 per cent in both enrollment and attendance. This increase, as he points out, gives a clear indication of the trend in popularity of the film forums.

Even a cursory listing of outstanding experiences in the use of the motion picture in informal adult education would be incomplete without mention of the extensive activities of the National Film Board of Canada. This government agency, set up in 1939 under the leadership of John Grierson, established film circuits which took documentary films to rural and urban communities throughout Canada and stimulated the development of scores of local film libraries and film councils. The Film Board leadership have been keenly aware of the dangers inherent in film showings without audience participation, and have developed discussion outlines and discussion trailers for use with specific films in order to stimulate group discussion. Film forums have been fairly widespread for over four years. Stanley Rands, the NFB's Program Coordinator, has this to say on the conditions influencing their success or failure: "In retrospect, it appears that where the attempt was to get discussion for its own sake, interest soon waned. But in many places where films and discussion were seen functionally—as means toward meeting community needs—interest has steadily grown. The live interests of the community came to be taken as the guide in the selection of films, and

discussion was the natural way to relate the content of the film to particular local needs."<sup>5</sup>

### *Film Evaluation and Selection*

The problem of making film selections with reference to group needs and interests is proving much more difficult to meet in the United States than in Canada. We have no national distribution setup to make needed films easy to obtain. Film libraries and film councils providing preview and projection facilities have been set up in relatively few communities. Finally, the production of high-quality films bearing on the problems of American community life is both sparse and spasmodic. Since the end of World War II, however, increasingly serious, widespread, and persistent efforts have been made to overcome these deficiencies. Farm, labor, educational, and civic groups; school systems; public libraries; film producers and distributors have been notably active in organizing to promote film use, to make films more widely and easily available, and to improve standards of selection and use.

Of the many enterprises now under way in the film field, perhaps the most significant for adult education are efforts (a) to organize local film councils and film-library, previewing, and projection services, (b) to evaluate our already not inconsiderable 16mm film resources from the point of view of the educational needs of adult groups, and (c) to produce films specifically for such groups. As the initiatives being taken in these areas fulfill their present promise, and as experience is gained in the utilization of films in educational programs, the motion picture will undoubtedly occupy an increasingly important place among the materials available for large-scale adult education in the United States.

<sup>5</sup>Rands, Stanley. "Films, Forums, and Community Action." *Film Forum Review*, I, no. 3, 6-8, Fall 1946, Institute of Adult Education, Teachers College, Columbia University.

## THE DISCUSSION GROUP IN AMERICAN ADULT EDUCATION

By Paul L. Essert

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Discussion groups, always effective instruments of human association, are increasing in number in the United States. Whether they are to become increasingly serviceable as vehicles for advancing the social and political maturity of the American people depends upon the ability of our educational forces to develop a corps of able volunteer discussion leaders in every community.

There are encouraging signs that techniques for leadership are also beginning to develop. But the adult educator, recognizing the importance of having the volunteer local leader gain experience in the use of tested leadership techniques, can, if he will, guide the process more surely and toward greater values.

In this review of discussion groups as media of adult education in the United States we shall attempt, first, to point out some of the evidences of vigor in the discussion movement and, second, to indicate some of the efforts being made in local communities to train nonprofessional leaders. Finally, by outlining a few of the most important criteria of good discussion groups and leadership, we may point the way to future tasks in adult education.

### *The Vigor of Discussion-Group Education*

Probably no one knows the full extent of participation of American citizens in one or another form of discussion group. It is a well-known fact that, throughout our history, we Americans have believed in talking our problems over. From this characteristic, perhaps, derives the term that is often used to describe our nation: "a cracker-barrel democracy." Recent social phenomena have strengthened this tendency by making group thinking imperative for the preservation of liberty and individuality. Among these phenomena are the advent of the radio, with its vast army of commentators and public speakers; the development of chains of newspapers with a continually decreasing number of conflicting opinions in their editorial columns; the increasing skill with which propaganda is used to control the minds and emotions of people, a control so fearfully demonstrated in totalitarian states and upon certain sections of life in our own democracy. The realization that these and other instruments of mass communication can control public

thought and action has made many American people feel the urgent necessity of developing the small groups that foster an intimate, neighborly, and close relationship—the sort of groups in which people can think and study together; can form their own opinions and their own plans of action to guide them through the maze of propaganda and standardized thought made possible by mass media. As a result of this feeling, the formation of discussion groups has been consciously encouraged and directed by discussion group agencies, national organizations, and public opinion forums, while in many local communities informal, neighborly, and relatively unorganized groups have mushroomed. Thus, in recent years, there has been probably a far more significant development of discussion technique than anyone has yet been able to summarize and evaluate.

At any rate, a few indications of this development can be seen in certain samplings of our society. From data gathered in various surveys of state and national membership organizations, it can be safely estimated that approximately half of them are conducting among their members discussion programs on political, civic, and economic questions. The interest shown in the discussion group movement and the encouragement given to it by these membership organizations range from setting up training courses for local leadership and preparing written outlines as guides for discussion to providing the services of itinerant professional discussion leaders and speakers.

The National Farm Bureau, for example, organizes, plans, and directs a nation-wide discussion program, assisting farm families throughout the United States to carry on discussions of public questions and of matters that affect their own community life. Among the many other national organizations that are engaged in encouraging the use of discussion techniques and are assisting in their development are: the National League of Women Voters; the American Association of University Women; the B'nai B'rith; the National Grange; the Association of Junior Leagues of America; Kiwanis, Rotary, Lions, Optimists, and other service club organizations; Business and Professional Women's Clubs; and the American Association for the United Nations. The National Institute of Social Relations is an outstanding example of an organization whose specific purpose is to promote, aid, and encourage the development of good discussion groups.

The rural discussion groups organized and conducted by the Cooperative Extension Service of the United States Department of Agriculture have been the keystone of its remarkably successful adult educational program. Planning groups, using the discussion group technique, have formulated programs for better land use, crop control, and production; for elimination of waste and inefficiency; and for general improvement in agriculture. In recent years there have been evidences that the emphasis of the Extension Serv-



ice program has been more definitely and consciously on discussion of the human problems involved in cultivating the soil and improving agricultural production. As a result an increasing number of rural communities are processing plans to improve their social, educational, recreational, and cultural life.

By the use of various techniques, the radio has stimulated the formation of local and neighborhood discussion groups, ranging in type from town meetings, patterned after the Town Meeting of the Air, to listening groups that follow up some educational, social, or cultural discussion heard over the radio. The wide use of the panel and the symposium in radio programs has set discussion patterns that have been followed in many local communities.

In addition to the impetus and encouragement given to the discussion group movement by national and state membership organizations, various types of adult education programs in local communities are making increasing use of discussion. In Schenectady, New York, for example, where a vigorous program of adult education has been developed through the public schools, one of four members of the adult education staff gives his entire time and attention to the development of discussion. He organizes new groups, prepares program outlines for the leaders of existing discussion groups, and provides program service for other groups in the city that are interested in discussion. The World Affairs Institute in Cleveland, Ohio, has a membership of several thousand citizens who give time and thought to serious discussion of world affairs. The Institute stimulates similar discussions in other community groups, and in schools and colleges; it also provides programs for leadership training, discussion outlines, fact sheets, and film services. Institutes on world affairs have grown up in numbers of our larger cities. Also, the City Planning Commissions of many major cities are supplementing their specialized professional efforts by stimulating forum and discussion groups of citizens who advise with the Commission or analyze and study current developments in planning. For years public libraries throughout the country have been organizing groups to discuss books that deal with currently significant issues. "Great Books" discussion groups in libraries are increasingly popular. In many towns and cities, laymen not professionally connected with education have devoted a great deal of time and energy to the promotion and development of small and well-guided discussion groups. These groups discuss public questions ranging from local community problems and concerns to great national and international issues. Churches and church departments of religious education are prominent among the promoters of public discussion.

Another evidence of the trend toward widespread public interest in discus-

sion is to be found in the large number of agencies, institutions, and organizations that publish and circulate discussion aids. Many great newspapers and magazines regularly or periodically carry aids and guides for discussion groups. Auer and Ewbank in their *Handbook for Discussion Leaders* list 25 sources of discussion aids, with samples of the type of materials obtainable from each source. Included in the list are the American Council, Institute of Pacific Relations; the Bureau of Educational Research, Ohio State University; the Carnegie Endowment for International Peace; the Commission to Study the Organization of Peace, the *Congressional Digest*; the *Educational Screen*; the *Film News*; the Foreign Policy Association; the National Institute of Social Relations, and many others.<sup>1</sup>

The extent and scope of the discussion group movement in the United States point to the conclusion that the adult educator should be a keen student of this movement which seems to have caught the imagination of the American people at all economic and educational levels. Closely related as it is to the best traditions of our country, this current interest in discussion seems to be something that the adult educator should seriously concern himself with and should attempt to guide and direct into channels that will lead to richer and more fruitful results.

### *An Emerging Program of Training for Discussion Leaders*

Without question one of the significant tasks of the adult educator in relation to the discussion group movement is to improve leadership at the local level. Another is to clarify the thinking of all participants as to what a discussion group is for and what its best contribution to the democratic process can be.

Some authorities on the subject of discussion are greatly concerned over the fact that the available leaders are inadequately prepared to direct discussion into constructive channels. In fact, various surveys of the discussion group situation have provided fairly clear evidence that, at the local level, discussion leaders themselves are deeply concerned over the seriousness of their responsibility and their inadequacy to meet it. They are increasingly turning to the universities and colleges and to the leaders of their national organizations for assistance and guidance in properly conducting and developing good, wholesome, and constructive discussion groups. Furthermore, there are just grounds, in many instances, for fearing that the discussion group, unless properly guided, may develop into a debating society that will, in the end, only confuse the participants, confirm them in their prejudices, and perhaps disillusion them as to the values inherent in discussion.

<sup>1</sup> Auer, Jeffery and Ewbank, Henry Lee. *Handbook for Discussion Leaders*. New York, Harper and Brothers, 1947. pp. 107-112.

Some efforts have been made by colleges and universities and by national organizations to respond to the need for leadership training. The Parent Teacher Associations have study groups in most towns and cities throughout the nation. Through their county councils, the PTA's make some effort to provide their local group leaders with assistance and guidance in methods of discussing problems and making a discussion program yield satisfactory results. Many of the other national organizations listed above have developed leadership training conferences, either independently or in cooperation with colleges and universities. It is probable that radio, particularly university and college broadcasting stations, may be used more extensively in the future to aid leaders of discussion groups. In public libraries, there are available numerous books and monographs that deal with the essentials of good discussion and offer helpful suggestions to discussion leaders. In 1946, *The New York Times* published a pamphlet prepared by William E. Utterback "as a practical guide for discussion leaders who feel the need of expert counsel and advice." Dr. Utterback summarizes the significance of discussion and the importance of well-trained discussion leadership as follows:

"Democracy is government by talk—two kinds of talk. On the one hand, talk directed to the electorate by the publicist and the political leader, to whom we look for information and advice. On the other hand, talk among the voters, as they assimilate and digest the information placed before them and make up their minds on public questions. Both kinds of talk are necessary to the formation of sound public opinion.

"America seems to be suffering from a maladjustment of the two kinds of talk. The rotary press and the radio have swollen the stream of talk from above from the meager trickle on which our grandfathers subsisted to an overwhelming torrent. Meanwhile the drift of an industrial population to congested urban centers has laid a heavy hand on political discussion at the 'grass roots' level. The village grocery store and the neighborly back fence were important political institutions in early America. The first has now been superseded by the chain store and the second has made way for the apartment house. In consequence democracy is in some danger of drying up at the roots. . . . The discussion leader can feel that his role in the formation of American public opinion is one of great and growing importance."<sup>2</sup>

#### *Some Criteria for Improvement of Discussion Groups in the Future*

According to some of the more advanced authorities on discussion, the development of the discussion group into a more genuinely educative instrument will proceed, in general, along the following lines:

<sup>2</sup> Utterback, William E. *Decision through Discussion*. The New York Times Co., 1946. p. 35.

1. The better and more creative discussion groups will try to *clarify a problem* through conversation and directed discussion. The problem under discussion may be political, economic, social, religious, or what not; but it is becoming clear that the participants profit from the discussion only if the problem they face is one which seems real to them and upon which there are varying opinions that can be clarified through discussion. The more closely the problem is related to the experience of the participants, the more valuable the discussion may be. This does not mean, however, that the problem should necessarily concern purely provincial or local issues. Successful and vigorous discussion groups can deal equally well with city planning or world affairs; with elimination of ragweed or elimination of war; with building a better school or building a better United Nations.

In general, it appears that the mortality of discussion groups comes about mainly from anemia resulting from the fact that, for many of the participants, the discussions are of the over-my-head type, generally meaning "out of my experience."

2. The role of the leader or moderator will become increasingly important, but any attempt to professionalize discussion leadership would be disastrous to the vigor and vitality of the discussion group program. Rather, adult educators should direct their efforts toward helping an increasing number of local leaders to understand the few simple and essential skills that will enable them to prepare and lead a good discussion.

3. The better programs of discussion will be preceded by some very careful planning and study on the part of the leader, at least, and, if possible, on the part of all the other participants, too. The major emphasis of the preliminary planning of the leader seems to be on his responsibility for breaking the subject of discussion into several parts, each part being summarized by a significant and pointed question that might be used in the discussion.

4. Discussion leaders or moderators can and should learn how to use a few simple techniques by which they can prevent discussions from becoming highly emotional or personal, and keep them moving along toward the solution of the problem under consideration.

5. While some discussions are chiefly designed to impart information to the participants, it should be borne in mind in planning a discussion even for this purpose that the information given should be clearly related to the solution of the problem that the discussion group is considering.

6. The best discussion group will be one in which the ongoing development of the participants proceeds; step by step, with each discussion leading to further interest and activity.

Materials and resources for making discussion groups more valuable are being improved and increased daily. They include books, pamphlets, graphic

material, films, records, and evaluation devices, such as opinion meters. All these materials should be studied and watched by those responsible for the development of discussion group programs.

Perhaps we should regard this increasing practice of discussion in our democracy as something vastly encouraging, and should look upon membership in a discussion group as a substitute for the neighborliness we lost in the turbulent period when the growth of cities caused the complete upheaval of our neighborhoods. At least those of us engaged in adult education should see this discussion group movement as an opportunity to improve and build upon the traditions of the past and the inventions of the present.

# AN UNPARALLELED EXPERIMENT IN ADULT EDUCATION

## *The Armed Services Program and Its Implications*<sup>1</sup>

By Cyril O. Houle  
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At the close of World War II, the men and women on active duty in the armed forces of the United States had available for their use, and were actively participating in, one of the most extensive educational programs in our nation's history. The magnitude of this program, its unusual financial resources, the motivations of its students, and its range of educational activities made it unique in American education. Here was an experiment in the education of adults without parallel in any civilian undertaking. It is important, therefore, that adult educators examine the nature and administrative structure of this program in all its aspects, and investigate their major implications for civilian adult education.

### *The Educational Activities Undertaken*

Major activities of this vast service-operated adult education program included the following types of programs and services: facilities for correspondence study, library services, radio programs, an extensive program of off-duty classes in a great variety of academic and occupational fields, the Army University Centers in the post-hostilities period in Europe, unit schools, orientation programs, and occupational counseling services.

The Army and Navy cooperated in conducting the largest school of correspondence instruction in the world. The headquarters of the school were in Madison, Wisconsin, and branches were scattered throughout the world at important military establishments. This United States Armed Forces Institute offered modern testing services and a series of specially prepared self-teaching texts in a variety of high-school, college, and vocational subjects. In addition to the correspondence instruction, the Institute prepared a series of stimulating, well-illustrated pamphlets for discussion groups. Marines and Coast Guardsmen also had available their own correspondence schools.

On Army and Navy bases, in hospitals, and on ships at sea, off-duty classes

<sup>1</sup> For the full report of the study on which this article is based, see *The Armed Services and Adult Education*, by Cyril O. Houle, Elbert W. Burr, Thomas H. Hamilton, and John R. Yale, published by the American Council on Education, Washington, D. C., 1947. This study is one of the reports made by the Commission on the Implications of Armed Services Educational Programs, under the sponsorship of the Council.

were conducted in many subjects. Materials were furnished by the United States Armed Forces Institute. Classes were taught by instructors drawn from local military, naval, and civil service personnel. The instruction was supervised by officers trained either in the Army's Information and Education Division or in the Navy's Educational Services Program.

From the carefully chosen kits of books and magazines, supplied by the Army and Navy Library Services, service personnel derived enjoyment and cultural growth. Army newspapers and the Navy's *All Hands* brought news of the world and recreational reading to servicemen all over the world. Some 200,000 copies of *Newsmap*, a graphic description of the progress of the war, of the activities in war industry at home, and of the problems of the peace, were distributed weekly to service personnel at home and abroad.

The world-wide Armed Forces Radio Service, with 177 Army and Navy stations, 54 foreign government and commercial stations, and 149 sound systems, was a new venture in military and radio history. News was broadcast almost every hour at places where there were Americans in uniform.

The fact that the United States Army and Navy were composed, to a large extent, of "civilians in uniform" meant that throughout the war many service men and women were interested primarily in their return to civilian life. This interest stimulated a demand for vocational orientation, for insight into the relationship of military skills to civilian occupations, and for counseling services. It also meant that, at the end of the war, there was a wide field for nonmilitary study. At Florence, Italy; at Shrivenham, England; and at Biarritz in Southern France, Army University Centers provided Army personnel with full-time courses of study. The quality of these courses was at a high level, and they covered an extensive range of subject matter. When peace was accomplished, the Navy, too, expanded the Educational Services Program in the Pacific to provide broader educational opportunities.

### *The Administrative Structure*

Programs as varied as those outlined above necessarily had to be undertaken by a number of different divisions of the Army and Navy. In the Army, the most important of these divisions were the Information and Education Division, Army Service Forces; the Army Library Service, Special Services Division, Army Service Forces; and the Orientation Branch, Army Service Forces. In the Navy, the program was more highly centralized in the Educational Services Section of the Bureau of Naval Personnel. The Navy Library Service, as well as various informational services within the Bureau of Naval Personnel, participated in the program. In the Marine Corps, the educational activities were under the direction of the Education Section of the Welfare Division. The part of the Coast Guard program that

was independent of the Navy's operation was supervised in the Training Division of the Office of Personnel.

Local modifications in the field and afloat resulted, naturally enough, in a great variety of educational practices. Local conditions called for a high degree of local initiative. Because of the tremendous interest and enthusiasm of the individual education officers, the programs developed were far more varied than those planned in Washington and frequently were better adapted to the unique needs of local military personnel.

### *Implications*

Leaders of adult education are striving to develop better programs and are continually searching for better methods of instruction for adults. It is essential that these educators have a broad understanding of the scope, the purpose, and the organization of the off-duty educational programs in the armed services in order to determine what values these service-operated programs may have for civilian adult education. Clearly, such an understanding is equally essential for the effective working out of those values in practice.

The public school adult educator may, for example, find it possible to utilize the armed services method of recruiting teachers. Thus, after being given some training in teaching techniques, people in the community who have special subject-matter competence may be used as teachers. The Navy's informal comfortable libraries, with their wide choice of interesting reading materials, may suggest new ideas to community librarians. New ways to introduce an adult education program into a large industry may be discovered by an analysis of the development of the armed services off-duty programs. The program director for a Rotary Club may be aided by an understanding of the overwhelming preference of servicemen for discussion sessions after lectures.

Because adult education is undertaken by a wide variety of agencies in the community, no one of which dominates the field, it is especially important to determine the implications of *all* the off-duty educational programs of the armed services for *all* civilian adult education.

Before reviewing these implications, it is necessary to recall that many of the military programs cost far more than civilian agencies can afford. For the most part, they dealt with more powerful motivations than usually exist in civilian life. It is apparent, too, that most principles to be learned from these programs are already known to some adult educators. The exigencies of war also made it impossible to record proper objective evidence on which generalizations might be based. Lastly, the structure of authority in the armed services made their programs unique.



Some of the implications are potentially so far-reaching in their influence that they should be stressed. Among the most important are these:

1. Interest in education on the part of adults is widespread.
2. A large number of service people were introduced to education as a part of their adult experience and want to continue learning if opportunities are present for them to do so.
3. The more education mature people acquire, the more they are likely to want.
4. Adult education programs are especially successful when opportunities for recreation are limited and when educational facilities are readily available.
5. Adult educational activities may make for a marked increase in racial, religious, and social tolerance.

There are also specific implications which concern the objectives of adult education. The experience of the armed services emphasizes the fact that programs must be directed toward the achievement of goals which students feel to be real and significant. The armed services found that their success in choosing these goals was enhanced if programs started at the level of the student and then proceeded to more distant or broader things. They also found how true it is that the demand for adult education is highly diversified, and that programs must be suited to that diversity. Those who established the various armed services programs were continually amazed at the interest that adults demonstrated in studying broad cultural subjects. It may well be that this interest is more widespread than educators had previously thought.

Administrators discovered clear evidence in these service programs that adult education can succeed only when those in charge of the total organization within which it functions are vitally impressed with its role. It can succeed only when it has inspired and driving leadership, accompanied by a high degree of local control. It can succeed only when program supervisors are given ample opportunity to put to test the practicality of their recommendations.

Although no basically new instructional techniques were developed, a number of interesting observations were drawn from applications of familiar pedagogical principles and methods. It was shown again and again by the Army and Navy that adults learn to do a task better if careful explanations are given concerning both the immediate steps to be taken and the larger goal. The learning of skills is aided by a presentation of the basic theory involved. At every stage of the instructional process, the student should see clearly how his education is related to the ongoing aspects of his mature life. Individual responsibility for achievement; informality of approach; oppor-

tunities for free discussion; and, above all, the skillful combination of a wide variety of attractive methods are all important for keeping adults interested in education.

Much of the instructional material developed by the armed services may be used directly or with slight modifications by civilian programs. The armed services saw the need for developing instructional materials primarily for adult use and oriented toward life situations in which mature people find themselves. This attention to the preparation of materials almost certainly ensures that those who took part in military programs will have increased respect for print as a vehicle of communication, instruction, and recreation. The usefulness of other materials for instructional purposes received great emphasis. Phonograph records coupled with instructional materials were used particularly in the teaching of languages; audio-visual aids of all types were employed, and various self-teaching devices were used with printed text materials. Repeated studies indicated that the use of a variety of materials was more effective than the use of a single kind.

It was established conclusively that adults need counseling and guidance in the selection of their educational activities as well as in the broader area of life's major decisions. An effective testing and evaluative procedure is a necessary element in guidance. Trained counselors are as essential to a good program of adult education as are trained teachers. To win the confidence of adult students, both counselors and teachers need to be well-informed concerning the range of available opportunities that have a direct bearing upon the students' goals.

### *Conclusion*

The educational programs of the armed services influenced millions of men and women. Through these programs, the services demonstrated conclusively that adults have a desire to learn and can profit from that learning. If civilian society is willing to accept this basic truth and begins to realize its fullest promise, a great good can be said to have come out of the war. Through the very struggle for democracy, a new implement for democracy will have been born.

# COMMUNITY ORGANIZATION FOR ADULT EDUCATION

By Glen Burch

*Assistant to the Director of the American Association  
for Adult Education and Editor of the Adult Education  
Journal and the Inter-Council Newsletter*

*Editor's Note:* For information about the purposes and programs of representative adult education councils—community, regional, and state—see p. 304 ff.

## *No Typical American Community Program*

Not so very long ago a film production company was commissioned by a government agency to make a documentary picture on adult education. It was directed to locate a "typical American community program," embracing the varied activities which have come to be associated with the term adult education; i.e. parent-education classes, civic forums, arts and crafts, naturalization and English for the foreign born, workers' education groups, adult elementary education, homemaking, book-discussion groups, etc.

After spending several months investigating suggested programs in various parts of the country, the company finally reported that it felt that it had been given an impossible assignment. There was no such thing as a "typical" American community program for adult education providing in one program all the activities specified. Adult education, the company discovered, unlike so-called formal education, had never developed an institutional pattern. In any given community a public school might be responsible for providing opportunities for vocational adult education, homemaking, naturalization and citizenship, and night-school classes; a local YMCA or YWCA might offer classes in arts and crafts and hobby subjects; a local men's or women's club might sponsor a community forum; and the public library might conduct book-discussion groups. In only rare instances—in San Jose, California; Shorewood, Wisconsin; Sac City, Iowa, for example—was any substantial proportion of these activities carried on by a single community-supported program.

## *Divided Responsibility, Pro and Con*

This diffusion of responsibility for the provision of adult education opportunities—which never fails to surprise newcomers to the field—has long been a major characteristic of the adult education movement, not only in the United States, but also in all other English-speaking countries. This

has almost certainly been an important factor in the great growth of the movement. It has tended to encourage experimentation and to ensure a certain flexibility and variety in the total adult education offerings available in any given community. The policy of divided responsibility has enabled some agencies and organizations to emphasize the educational needs and interests of special groups; such as workers, parents, out-of-school youth, or the provision of educational opportunities in special subject areas—international relations, citizenship, health, for example—thus supplementing the activities of other agencies and organizations whose programs were designed to meet the more general interests of the adult public.

It must be admitted, however, that there have always been, in any given community, certain obvious weaknesses inherent in this division of responsibility. These weaknesses, which have become more and more apparent as the movement has grown in scope, have stemmed, first, from the fact that the division of responsibility among a variety of adult education agencies and organizations has never, in most communities, been cooperatively planned, and, second, from the fact that since, for most organizations, adult education activities have been marginal to a larger program (the public schools, for example, have been primarily concerned with formal education for children and young people), they have tended to serve the institutional ends of the sponsoring agency rather than the needs of the people of the community. As a result, the total opportunities for continuing education available in any given community too often meet the needs and interests of only a small portion of the adult population.

It should be clear, however, that the problem of community organization for adult education is not simply a matter of developing in the community a single program calculated to meet the continuing educational needs of its adult population. It is rather one of assuring maximum cooperation among a number of agencies, each of which takes—in the light of existing adult needs and existing adult education activities—responsibility for the provision of continuing education opportunities of some kind, for some of the people. Or, to put it another way, it is the process of securing an optimum balancing of a given community's adult educational resources—actual and potential—against the continuing educational needs and interests of all the people of that area.

In rural areas and in small communities, the process of balancing resources and needs for continuing education may be carried on rather easily through an over-all community or county council. The people of the Jordan area in South Carolina, for example, worked through their community council to establish a community forum and to build a community library and health center. Then they used the forum and the library to equip themselves to

carry through other council projects, thus demonstrating that community organization for adult education can be both means and end in the building of an over-all cooperative program of community development.

In larger communities, however, where a much greater specialization of functions exists, and where a number of well-developed agencies and organizations are active in one or another section of the field, community organization for adult education begins to take on the characteristics of a special operation. Just as community agencies and organizations especially concerned with health problems have, in some instances, created local mechanisms for cooperative planning and exchange of information which they have called Health Councils; and just as agencies concerned with social work activities have, in some communities, organized Social Work Councils, so the agencies especially concerned with problems of adult education have—here and there—formed local adult education councils.

### *Adult Education Council Movement*

The first adult education council was organized in Cleveland in 1925, following an intensive Carnegie-Corporation-financed survey of adult education activities in that city. Shortly after the formations of the Cleveland council, adult education councils were established in a number of other cities, including Buffalo, Cincinnati, Brooklyn, Detroit, Nashville, Pittsburgh, Richmond and Chicago.

An examination of the constitutions adopted by these councils shows a remarkable similarity in their general aims. The statement of purpose adopted by the Pittsburgh Council is perhaps typical of a majority: ". . . to promote and foster adult education and coordinate and stimulate the work of the various agencies in this field and to offer a means for cooperative effort in further advancing adult education in the Pittsburgh district." Individual councils differed, of course, in the specific objectives they established. In general, however, these included: (1) exchange of ideas and information among organizations and agencies; (2) establishment of a clearinghouse of information on adult education opportunities available in the area; (3) prevention of unnecessary overlapping and duplication of adult education activities; (4) sponsorship of conferences and institutes on common problems, such as leadership-training, program-planning, etc.; (5) operation of adult education projects which no single organization could undertake alone; (6) encouragement of research activities calculated to reveal unmet needs and interests; (7) sponsorship of jointly conducted publicity programs; (8) promotion of greater lay participation in planning and conduct of adult education programs.

Membership in most adult education councils is open to both public and

private agencies and organizations conducting adult education activities and to individuals "actively engaged in adult education or deeply interested therein." The activities of a majority of the councils are conducted on a volunteer basis; the modest dues usually assessed members are as a rule sufficient only to defray incidental expenses.

Since 1926, the adult education council movement has been encouraged and promoted by the American Association for Adult Education. Many of the existing councils were originally organized as the result of local adult education surveys which were financed by the Carnegie Corporation on the recommendation of the Association. Reports of council activities carried in the Association's publications have inspired the formation of many others. For a short time prior to America's entrance into World War II, the Association provided a field service designed to assist the development of local community organizations for adult education.

Since the end of the war, general interest in and concern for effective community organization for adult education has been greater than ever. This is partly a reflection of the rapidly growing public interest in community organization in general; of the widespread concern for effective coordination at the local level of services of all kinds—health, recreation, social work, as well as adult education—and of increased citizen participation in the planning and control of these activities. But it is also the direct result of the great growth that has taken place in the adult education movement itself. Where, before the war, some form of community organization was desirable, it is now imperative to avoid unnecessary duplication of effort, to ensure the development of adequate opportunities to meet new continuing education needs, and to attract necessary citizen participation in the movement.

In rural areas and in small communities, the problems connected with community organization for adult education are in process of being identified with the over-all process of community organization. Community councils, inasmuch as they are seeking broader understanding of and action on community problems, are in a very real sense in themselves cooperative adult education enterprises.

### *Weaknesses of Adult Education Councils*

But in larger communities, where greater multiplicity and specialization of activities exist, the problem of effective community organization for adult education continues for the most part to remain unsolved. The adult education council, described above, has yet to prove itself as a medium through which a community-wide program of adult education may be effectively coordinated and promoted.

There are a number of reasons why these adult education councils have sel-

dom realized the objectives they have set for themselves. For one thing, the marginal character of adult education itself has been a handicap to community-wide efforts at coordination. There are, as has already been pointed out, few agencies and organizations in any city that consider the provision of opportunities for adult education a major function. It is, for instance, only a partial—and until recently, a not too highly regarded—function of the public schools and colleges. It is but one aspect of the service programs conducted by public libraries, museums, group-work and recreation agencies, settlement houses, men's and women's clubs and similar agencies and organizations whose representatives are to be found on the average adult education council. These men and women are usually so heavily burdened with their own organizational assignments that they have little time or strength to devote to wrestling with problems of coordination, jointly surveying community needs, and carrying out other community organization activities.

A second reason for the weakness of most adult education councils has resided in their organizational structure. Although community coordination of adult education activities is listed prominently as one of the major objectives of most councils, in practically no instances are agency and organizational representatives on these councils given adequate authority to act. In fact, in more than one council constitution there is a specific provision to the effect that "members are not official spokesmen for their institutions nor can they take any action affecting in any way the policy of any institution except insofar as it is influenced by the general promotional activities of the Council." Again this is perhaps a reflection of the as yet marginal character of adult education as an activity for most organizations. Agencies are often afraid, on the one hand, of being committed to more of a program of adult education than they can adequately take care of and, on the other, of having their functions in this field so narrowly defined that they could not expand activities if increased community interest seemed to justify it.

A third reason for the weakness of present-day adult education councils lies in the fact that they are undersupported. They simply do not have the means to carry out any but the most elementary of their objectives. The conduct of community-wide surveys of needs and resources; the establishment and maintenance of an information service on adult education opportunities; the planning and organization of conferences and institutes; the maintenance of adequate liaison between agencies; the encouragement and recruitment of lay participation in the operation and planning of programs—all these are functions which cannot be performed adequately and consistently on a volunteer-group basis alone. Attempts to carry on programs beyond their organizational means—which always result in frustration or the overworking of a few willing volunteers—have been among the chief causes for

the high mortality of adult education councils in this country. Where these volunteer-operated councils have not perished, they have degenerated into discussion clubs, putting on annual conferences and sponsoring monthly luncheon meetings.

Finally, a fourth reason for the ineffectiveness among most adult education councils lies in the fact that they are all too often separatist in character. Their efforts are not related to other efforts at over-all community organization and planning.

### *The Crucial Question and Some Solutions*

The crucial question facing those interested in the promotion of community organization for adult education is always, in the last analysis, this: How may the *means* be provided for the consistent maintenance of this necessary process of balancing a given community's adult education resources against its needs? In other words, how can a mechanism be best established by which agencies and individuals in any given community can, year in and year out, work together to coordinate and promote participation in adult education activities to meet the varying needs and interests of all the people?

An examination of the way in which this question has been answered in communities that have succeeded in effecting at least a modicum of community organization for adult education suggests at least three possible solutions to the problem.

One is to center this coordinating function in some already existing body charged with over-all community planning and coordinating. We have already noted that in small communities the problem falls naturally within the orbit of objectives of a community council. In larger communities, the over-all coordinating body might be a Social Welfare Council, or a Metropolitan Planning Council.<sup>1</sup> Specific responsibility in such a council for providing a mechanism through which agencies and organizations may effectively coordinate their activities and work for extension of adult education opportunities might then be vested in a Division of Adult Education, equipped with an executive secretary and necessary staff. In at least two cities—Cleveland and New Orleans—provisional attempts are being made to solve the problem in this way.

Another possible solution to the problem lies in making the provision of facilities for community-wide coordination and promotion of adult education activities a function of an existing publicly supported institution, such as the public schools or the public library. This solution, on the face of it, seems to violate one of the cardinal principles of community organization—

<sup>1</sup>There is a trend for councils of social agencies to broaden their membership to include both private and public agencies.—G. B.



that no agency operating a program in a given field should attempt to coordinate the efforts of other agencies and organizations in that field. Nevertheless it has been essayed with at least partial success in some communities. Community-wide programs for adult education have for a number of years centered about the public schools in Schenectady, New York; Sac City, Iowa; Springfield, Massachusetts; Philadelphia, Pennsylvania; Baltimore, Maryland; and Des Moines, Iowa. In Detroit, Newark, Oakland (Calif.), Grand Rapids, Washington, D. C., the public library has been at one time or another the focus of cooperative endeavors.

A third solution to the problem lies in arranging adequate financial support for an independent organization whose sole function it would be to implement the process of community organization for adult education. Already existing organizations like the adult education councils described above might be utilized for this purpose, provided they were given sufficient funds to operate effectively. The Denver Council for Adult Education, jointly supported by funds provided by member agencies and organizations, is the sole example at the present time of a community organization for adult education that is maintained in this manner. Of all the solutions to the pressing problem of support, this would seem to be the most sensible. By committing major cooperating organizations and agencies to substantial financial support, their active cooperation would be assured and the way paved for effective coordination.<sup>2</sup> To be fully effective, of course, the activities of such a council should be closely related to any over-all community organization body that may exist.

In conclusion, it must be noted that adequate support for what may be termed a coordinating mechanism for adult education activities is only one of the problems facing the development of an effective community organization for adult education. Another—and in many ways a more important problem—is that of securing widespread participation in the planning and

<sup>2</sup> While the above list of examples of ways and means by which some adult education councils have achieved support is not exhaustive, it does detail the means which seem most likely to be successful in assuring continuous operation and at the same time preserving the functions essential to effective community organization for adult education. One might note that there are existing adult education councils which have found other means to support themselves—usually at the price of dispensing with the coordinating function. The New York Adult Education Council, for example, is essentially a service and promotion organization, operating an information and consultation service regarding adult education opportunities in the New York area and lobbying for increased state and local appropriations for public adult education facilities. The Cincinnati Adult Education Council, now (1947) a Community Chest supported agency, and the Chicago Adult Education Council, which maintains itself by operating a Speakers Bureau, are also what might be termed service-centered organizations and by virtue of this fact unable to act effectively as coordinating mechanisms.—G. B.

conduct of adult education activities themselves. Urban adult education councils have in the past tended chiefly to include professional and semi-professional adult educators, with only a sprinkling—if any at all—of lay citizens. It may well be that in large cities the organization effort—to be truly effective—will have to be decentralized on a neighborhood basis. It may be that a good part of the work of the urban adult education council (or its equivalent) should be spent in persuading neighborhood councils to give attention to local adult education needs and interests, and in working with these smaller community organizations in the provision of suitable opportunities. For it would seem that in our cities, as in our small communities and rural areas, only in this way can the adult education movement be kept close to the people, who alone are in a position to designate what educational needs and interests they wish to have satisfied.

### *State and Regional Adult Education Councils*

Parallel to the development of local adult education councils, state-wide and regional councils began to come into existence in this country in the late twenties. Objectives of these organizations are usually stated in a very general way: "to promote adult education in the state" . . . "to serve as the medium for the coordination of activities of the various organizations undertaking adult education in the state" . . . "to assist communities in developing, carrying out and improving comprehensive and coordinated adult education programs," etc.

Since state and regional adult education associations, like local adult education councils, have had little if any consistent financial support, their activities have been chiefly confined to projects which could be conducted on a voluntary basis. Nearly all of them hold annual meetings or conferences of one kind or another. In addition, some associations issue mimeographed or printed bulletins from time to time; make cooperative surveys of state-wide adult education activities; sponsor, through special committees, cooperative studies designed to uncover unfulfilled needs in adult education. In some instances, state councils have been active in formulating, and soliciting support for, legislation providing state aid for adult education.

# THE AMERICAN ASSOCIATION FOR ADULT EDUCATION

By Morse A. Cartwright

*Director of the Association*

## *The Germinal Idea*

Following World War I, the British Ministry of Reconstruction, in its noteworthy report of 1919, submitted to the Government and to the people of Britain a series of recommendations which resulted later in strengthening the financial support accorded to adult education and to workers' education by means of government grants. In this report the high importance of adult education as a means of reconstruction after the war was emphasized. The report, written by a group of leading publicists and educationalists in England, served as the basis for a series of essays on adult education, entitled, *The Way Out*. These essays were published by the Oxford University Press under the editorship of Oliver Stanley.

*The Way Out* was widely read in Britain, and copies came to the United States. Frederick P. Keppel, then serving as President of the Carnegie Corporation of New York, an educational foundation, had read the essays and been impressed by them, as had also certain members of his staff. As a result, the Carnegie Corporation decided formally to raise the question of the extent and importance of adult education in the United States. The term "adult education" was practically unknown in this country, though various organizations and institutions had been conducting educational programs for adults over a considerable period of years. The concept of the library as an instrument of adult education was just then beginning to attract attention, the idea having been advanced by W. S. Larned in a study, which originated in the Carnegie Foundation for the Advancement of Teaching and was published under the title *The American Public Library and the Diffusion of Knowledge*.

## *Preliminary Steps*

The Carnegie Corporation, in accordance with its accustomed procedure when entering a new field, established in 1924 an advisory committee on adult education. The then Dean of Teachers College, Columbia University, James Earl Russell, was asked to serve as chairman of this committee. The Committee was made up of men and women each of whom had had considerable experience in conducting organizational and institutional programs that then were identified as adult educational in character. These men and

women later became leaders of the American movement for adult education.

The Committee, after a series of meetings, and with the financial support of the Carnegie Corporation, recruited a study staff of five and put them to work under the direction of Morse A. Cartwright, at that time Assistant to the President of the Corporation. Coincidentally, the Corporation made a grant to the American Library Association for the conduct of a special study of the public library in its relation to adult education.

The initial Carnegie studies, published in 1926, presented evidence of a widespread educational activity involving many thousands of American adults. Some of the programs extended in time back to the period immediately following the Civil War. The evidence all pointed toward the high significance of adult education as a developing factor in American life and culture. Some of the more enthusiastic reviewers of the studies detected in them an indication of a developing folkway basically important to the rounding out of a distinctive American culture.

To Dorothy Canfield Fisher, an enthusiastic supporter of the concept of adult education and a member of the advisory committee, was allotted the task of drawing materials from the six Carnegie studies and compiling them into a single book for the information of the general public. Mrs. Fisher's work resulted in the publication, in 1927, of *Why Stop Learning?* a general trade book, which immediately received a cordial reception and was circulated in all parts of the United States.

In the course of the first year of the study period, 1924-25, it became evident that the young adult education movement was strong enough to call for careful public consideration. The advisory committee therefore decided to hold a series of conferences, national and regional, which should attempt to assess the importance of adult education and to determine whether or not the organization of the movement would be desirable. The first conference was held in Cleveland, Ohio, in 1925. It was national in scope and consisted predominantly of the titular heads of organizations engaged in one form or another of adult education. This conference decided to refer the twin questions of importance and organization to the rank and file actually engaged in teaching adults and in administering adult education programs. Accordingly, in 1925, regional conferences were held in New York City, Nashville, San Francisco, and Chicago.

### *Formation of the Association*

Delegates from the four regional conferences met in a second national conference in Chicago in March, 1926. At this meeting, the American Association for Adult Education was founded. Officers and an Executive Board were selected by the delegates. Dean James E. Russell was chosen as the first

President. At a subsequent meeting held in New York City, the Board elected Morse A. Cartwright as Director of the Association, a position that he still holds. Headquarters of the Association were established in New York City.

The Constitution and Bylaws of the Association, as adopted at Chicago, conceived of it primarily as a national clearinghouse for information in the field of adult education, a service which, of course, involved a publication program. Beyond the clearinghouse and publication function, however, it was felt that the Association should assist enterprises already in operation and help organizations and groups to initiate other activities in the field. The Association was set up as a membership organization, but a good part of its administrative expense was underwritten for the first fifteen years by the Carnegie Corporation of New York. The Corporation also supplied funds for special enterprises and activities of the Association. The Association, in turn, was called upon to serve the Corporation as a recommendatory body in the expenditure of funds for adult education purposes. During the fifteen years of this relationship, the Corporation expended some four and a half million dollars for adult education purposes. Only a small percentage of this total, however, was made in the form of grants directly to, or through, the Association.

### *The First Ten Years*

A study of adult education in Britain was instituted by the American Association immediately after its organization. The findings of this study, it was felt, would aid and guide the Association in its early, formative years. Thereafter, during the first decade of its existence, the Association was mainly concerned with widening the opportunities for adult education. This problem was attacked at all levels—community, state, regional, and national. Communities were encouraged to organize for adult education purposes. Considerable amounts of time, energy, and money were addressed to problems of methods and techniques. Through research and study, experiment and demonstration, impetus was given to adult education in a variety of forms, old and new, throughout the United States.

In 1934, the Association published the first edition of the *Handbook of Adult Education in the United States*. In 1936, a revised edition was published. The present Handbook is the successor in interest to its two precursors.

As early as 1927, the Association began publication of occasional bulletins, containing adult education news, brief articles on methods and materials, and occasional statements of the principles and philosophy of adult education. The eagerness with which these bulletins were received by both pro-

professional and volunteer workers in the field of adult education showed conclusively that there was a need for a periodical publication. In response to this indicated need, the first issue of the *Journal of Adult Education* made its appearance in January, 1929 under the joint editorship of Mary L. Ely, editor of the present *Handbook of Adult Education in the United States*, and Morse A. Cartwright, Director of the Association. The *Journal*, a quarterly publication, was enthusiastically received and immediately became the chief medium of adult education ideas and news in the nation. Even now, its files are referred to as the chief source of information on the growth of the American movement. *Adult Education in Action*, which was published in 1936, and which drew its materials from the *Journal*, represents the composite expression of American thought on the subject.

### *The Second Decade*

By 1936, the expansion of adult educational opportunity in the nation seemed to be so well under way that it no longer needed the concentrated support heretofore given to it by the Association. Hence, at this time, the Association made the decision to center its attention, in the ensuing five years, on a program designed to improve standards of operation at all levels of education. It was the opinion of the Association and its advisers that a series of critical studies of various forms of adult education was the best means by which this objective could be accomplished. Accordingly, a considerable study staff was engaged. As a result of the labors of this staff from 1937 to 1941, there were published 27 volumes of adult education studies, comprising a series, entitled "The Social Significance of Adult Education." The volumes in this series, together with occasional publications issued previously, concurrently, or subsequently, constitute the main body of adult education information and doctrine in circulation in the United States.

In 1939, when the embroilment of the United States in World War II became definitely probable, the Executive Board of the Association authorized the staff to engage upon a publication program designed to help the adult education leadership of the country, and the public as well, to acquire an understanding of the issues that were forcing our country into the international conflict. With financial aid from the Carnegie Corporation, a special staff was recruited for the issuance of publications aimed at this objective. These publications included a monthly booklet entitled *Defense Papers*; a series of discussion guides, including film discussion aids, entitled *Defense Digests*; and a publication designed to aid community organization for adult education, entitled *Community Councils in Action*. These publications continued to be issued until shortly before Japan's attack upon the United States at Pearl Harbor.

In 1941, as part of its retrenchment policy adopted in the light of approaching war, the Carnegie Corporation decided to recapture most of the funds that it had obligated to the continuing support of organizations. The administrative grant and special funds in support of adult education experiment and demonstration were therefore withdrawn, and the Association became dependent upon its membership fees for support. However, in order to maintain the study and research activities of the Association, the Corporation made a grant of \$350,000 to Teachers College, Columbia University, for the support, over a ten-year period, of an Institute of Adult Education to serve as the inheritor of the research and study program of the Association. It was contemplated that the Institute should work closely with the Association, and that the Association should serve as one of the chief outlets for the research and study materials developed within the Institute.

The headquarters of the Association were moved to Teachers College, Columbia University. Because of the changed basis of administrative support, the Association found it necessary to reduce its staff and to curtail expenses in connection with its publication program. The quarterly *Journal of Adult Education* was replaced by a smaller publication, the *Adult Education Journal*. The Association continued to serve as a central clearinghouse for information and to give advice to organizations and individuals engaged in adult education. It also continued to hold national conferences, to sponsor regional and state conferences, and to encourage local community organization for adult education. Publications originating in the Institute of Adult Education were circulated through the Association and its membership. In 1944, the Association brought out a general trade book aimed at the lay reader and based upon the findings of the studies in the series, the *Social Significance of Adult Education*. This book was written by the eminent historian, James Truslow Adams, and was entitled *Frontiers of American Culture; A Study of Adult Education in a Democracy*.

In the war years, most of the activities of the Association staff and also most of its publications were devoted to the furthering of our country's part in the conflict by strengthening morale at home and among the soldiers and sailors abroad. During part of this war period, some members of the staff were engaged in direct war service. The advice of the Association was sought on many educational projects having to do with the war, both within the civil population and in the military.

### *Postwar Activities and Plans*

At the close of the war, the Association set about the task of assessing the adult education situation throughout the country. During the war, a study had been made of war trends in adult education. In January, 1946, the Associ-

ation published through its *Journal* a study—the result of cooperation with adult education leaders in all parts of the country—on Postwar Trends in Adult Education. This study demonstrated that, while certain forms of adult education had been curtailed during the war, the movement on the whole had grown, and that even the conduct of a widespread discussion program during the war had been possible. All the indications pointed toward an immediate and important increase in the size of the movement, with corresponding multiplication of interested agencies, organizations, and institutions furthering its purposes.

In view of the enormous expansion of adult education forecast by the study of Postwar Trends, the Executive Board, as the governing body of the Association, determined that an immediate effort should be made to reorganize the Association, so that, within its present resources, it might be better able to carry the load indicated for a national coordinating agency. The point was also made that additional financial support should be sought for the enlarged program. The Executive Board appointed a Committee on the Future Policy of the Association, which, after six months of study, brought in a progress report. This report stated in part:

The need for a well-informed and intelligent population is more evident in the world today than ever before. That widespread effective adult education is a *sine qua non* if we are to avoid future wars is reiterated almost daily in the press and by our national leaders.

The American Association for Adult Education now faces its greatest opportunity and, by the same token, a grave responsibility. From its beginning the Association has operated consistently on the principle that adult education cannot be imposed, that the desire and demand for it must come from its "consumers." The Committee on Future Policy believes, therefore, that the Association must establish direct contact with the consumers; it must find means whereby it can assist them to create within their communities an environment conducive to the development of their own adult education programs.

Adult education opportunities are everywhere inadequately provided for and unevenly distributed among their potential users. As a first step, therefore, the individual community must be encouraged and helped (1) to determine its particular adult education needs; (2) to ascertain and evaluate the adult education programs already available to its residents; (3) to discover discrepancies between such programs and the total adult educational needs of the community; (4) to develop interested and willing learners; (5) to identify and develop community leaders who are themselves also learners; and, (6) to unite the efforts of both learners and leaders in planning and establishing suitable adult educational opportunities.

The Committee on Future Policy believes that the American Association for Adult Education can achieve this objective to stimulate and guide adult education at the local level only by distributing its efforts throughout the country. It cannot be achieved through the efforts of the Headquarters staff alone,



though the active participation of the Association's officers, Executive Board, and Executive Council must be assumed. The working cooperation of the rank and file of the entire membership must be enlisted.

The Policy Committee therefore recommends that a series of working committees be set up, made up from the membership at large. The Committee on Community Organization, authorized by the Executive Board at its April, 1946, meeting, is already making an important contribution. To support and supplement the work of the Community Organization Committee, there is need for additional committees, such as those suggested by the Future Policy Committee in its Progress Report, presented to the Council at the Detroit meeting, April, 1946. While it is not possible now to anticipate the various committees that will eventually be required, the Policy Committee foresees an early demand for those in the following areas: (1) leadership; (2) methods, including adult psychology and interests; (3) materials; (4) bibliography; (5) promotion; (6) training facilities; (7) legislation. These committees should be set up as rapidly as possible.

As indicated in the immediately preceding paragraph, the Executive Board had already effectuated one of the central recommendations of the Policy Committee's report through the creation of a representative nation-wide Committee on Community Organization. This Committee, through correspondence and through meetings, proceeded to make a study of adult education at the community level. This, as the report of the Future Policy Committee points out, is the chiefly important level since it is the one at which adult education actually occurs. It is expected that, as the work of the Committee on Community Organization progresses, other and similar representative national committees recommended by the Policy Committee will be established by the Association.

### *International Relations*

As early as 1926 the American Association commenced to play its part in the international adult education scene. Immediate recognition was accorded to the American movement by the World Association for Adult Education, which elected American delegates to the Council of the World Association. This action was quickly followed by the election of the Director of the American body to membership on the Executive Committee of the international organization, a position that he held as long as the World Association remained in existence.

In 1929, the American Association participated in the plans for the World Conference on Adult Education held in the summer of that year at the University of Cambridge, England. A large American delegation was present, headed by the Honorable Newton D. Baker, at that time President of the American Association. The staff of the Association provided the article on

adult education in the United States which was included in the *World Handbook of Adult Education*. At each of the subsequent international conferences, the American Association was represented either by officers, staff members, or members of the Executive Board.

Since the formation of the Association in 1926, it has consistently maintained a standing Committee on International Relations, which has given consideration to the furtherance of the movement in countries other than the United States. This Committee, headed by Alexander Meiklejohn, as a former President of the Association, made representations on the importance of adult education to the preliminary conference on the United Nations Educational, Scientific and Cultural Organization (UNESCO) when it met in London in 1945. A resolution presented there by Dr. Meiklejohn called for the organization and conduct at an early date of an international conference on adult education under the auspices of UNESCO. Preliminary work for this conference was approved at the first formal meeting of UNESCO in Paris in the fall of 1946. Each member state was asked to provide information concerning adult education developments within its country as a basis for the planning of a world conference.

The American Association for Adult Education was one of the original fifty educational, scientific, and cultural organizations chosen by the United States Department of State for representation of American adult education on the United States National Commission for UNESCO, a body brought into existence as a result of Congressional action. (See p. 299 ff.) The director of the American Association serves as its delegate on the National Commission.

# THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

By Stephen P. Dorsey  
*Assistant Executive Secretary*  
*U. S. National Commission for UNESCO*

## *The Underlying Idea*

On July 30, 1946, President Truman made the following statement in signing Public Law 565, authorizing the United States to accept membership in UNESCO:

UNESCO will summon to service in the cause of peace the forces of education, science, learning, the creative arts, and the agencies of the film, the radio and the printed word through which knowledge and ideas are diffused among mankind.

The Government of the United States will work with and through UNESCO to the end that the minds of all people may be freed from ignorance, prejudice, suspicion, and fear, and that men may be educated for justice, liberty, and peace. If peace is to endure, education must establish the moral unity of mankind.

The same faith in this new organization based on "peace through understanding" has been echoed by teachers, scientists, and men of learning in almost every nation. Yet there have been almost equivalent skeptical protests. What exactly is UNESCO? How will it contribute to world peace and security? Can it become an effective global instrument for international understanding? The only way to gauge the eventual possible success of UNESCO is to examine the vehicle itself as well as the obstacles that block progress. We should also appraise the positive factors working in its favor.

The idea of intellectual collaboration as a means to peace is not a new one. The direct predecessor of UNESCO was the International Intellectual Cooperation Organization, formed under the authority of the Council of the League of Nations in 1922. It is certain that, during the 1920's and 1930's, the I.I.C.O. dealt with most of the problems with which UNESCO is faced today and that it made definite strides in their solution, although it was gravely hampered by a lack of operating funds.

## *UNESCO's Organizing Conference, 1945*

The first major act confirming the determination of the various nations to create and support UNESCO was the signing of its draft constitution. Forty-four nations signed that far-reaching document on November 16, 1945 in London. The London conference to establish UNESCO was called in

accordance with recommendations made in the Spring of 1945 at the United Nations Conference on International Organization in San Francisco. The United States Delegation took a leading role in the London conference, and in less than two weeks agreement was reached on the terms of a constitution for the new organization. As described in the constitution, "the purpose of the organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world without distinction of race, sex, language or religion by the Charter of the United Nations."

A Preparatory Commission under the leadership of Julian Huxley, the distinguished British scientist, was established in London, where it worked until the Summer of 1946, when it was transferred to Paris, the permanent home of the UNESCO Secretariat. During the London period, the principal task of the new "Unesconians," as J. B. Priestly, the English novelist, has called them, was the preparation of a tentative program for presentation at the first General Conference of UNESCO. It was subdivided into the substantive fields of education, media of mass communication, cultural institutions, natural sciences, social sciences, humanities, and creative arts.

### *How UNESCO Is Organized*

The power of UNESCO is vested by its constitution in a General Conference, composed of five delegates from each member state, who meet annually. An Executive Board of eighteen is established to facilitate the conduct of the program, and separate committees and commissions may be created as required. The Conference and the Board determine the policies, program, and budget; they also review performance. Within this framework, the actual work of UNESCO is to be carried on by the permanent Secretariat, composed of representative personnel in the fields in which UNESCO operates, and drawn from all the major geographic regions of the world. In an agreement negotiated between the Preparatory Commission and the Economic and Social Council of the United Nations, UNESCO is brought within the orbit of the latter and made its specialized agency for dealing with educational, scientific, and cultural matters. UNESCO maintains a secretarial office at United Nations headquarters.

Since, in its field of competence, UNESCO is the international agent of the member states, the Secretariat will maintain close working relations with the appropriate ministries of such states. Through these ministries and cooperating bodies or national commissions of the member states, UNESCO will establish working relations with organizations and institutions of na-

tional scope on UNESCO program matters. UNESCO maintains direct working relations with voluntary organizations of an international character.

However the measure of UNESCO's success will come not so much in agreements reached among governments, as through a fundamental sympathy and sense of community and insight, growing among countless individuals over the world. Clearly the contribution to this end, which may be made by the new international organization and the governments associated with it, will be vastly increased if organized nongovernmental groups take an active part in the work of UNESCO. It is in recognition of this vital role that the constitution of UNESCO provides for the voluntary formation by each member state of a national commission, broadly representative of the government and of the principal bodies interested in the work of the Organization. The United States Congress affirmed the importance of this provision in Public Law 565, which authorizes United States membership in UNESCO and provides for the establishment of a National Commission. The twofold purpose of the Commission is to advise the Government in matters relating to UNESCO and to serve as an agency of liaison with organizations, institutions, and the public.

#### *The United States National Commission*

In accordance with the law, ninety members of an eventual one hundred were appointed to the Commission by the Department of State. Of these fifty were nominated by principal national voluntary organizations interested in educational, scientific, and cultural matters. Forty members nominated by the Secretary of State were chosen as follows: ten employed by the Federal Government, fifteen as representatives of state and local governments, and fifteen at large. The Commission itself was empowered to choose its final ten members.

Selection of organizations and individuals was determined in such a way as to provide adequate representation of all the fields involved in UNESCO's wide variety of interests, including broad population groups and associations, as well as specialized bodies devoted to education, science, culture, and mass communication. The same general practice is being followed in many other countries, sometimes on even a larger scale. For example, the French National Commission seats over 300 persons, to insure representation of every people's organization of importance from every province of the country.

While every effort was made to assure reasonable balance in the composition of the United States Commission, the chief goal was not absolute equality of numbers among interested groups. Rather, the aim was to assure that the membership of the National Commission would offer adequate facilities through which each of the groups represented might cooperate and make its

contribution to UNESCO. The law provides that one third of the members of the initial Commission shall be appointed to serve for a one-year term, one third for a two-year term, and the remainder for three years. Thereafter all members are to be appointed for three-year terms. It is further provided that no member shall serve more than two consecutive terms. Thus desirable rotation is further encouraged.

Members of the National Commission receive no remuneration for their services. The Department of State provides the necessary secretariat for the Commission, which is required to meet at least once annually. The law assigns to the Commission one important function in addition to those which belong to it under the UNESCO Constitution. In the United States, the National Commission is directed to call conferences for the discussion of matters relating to UNESCO. The Commission will invite all interested organized bodies to participate in large general conferences to meet annually or biennially, as the Commission deems wise. Smaller conferences of experts for the consideration of specific matters relating to UNESCO are also authorized. These conferences provide the most effective possible means of liaison and also allow organizations, whether or not they hold membership in the Commission, to participate directly in the UNESCO program.

#### *Organizational Meeting of U. S. Commission*

The United States National Commission met in Washington, D. C., in September, 1946, to complete its own organization. This was the first time in our nation's history that leaders in the fields of education, science, and general culture had been brought together to work on a common program. The Commission, among its many activities, recommended that a Committee on Information be set up to facilitate a continuing effective flow of information on UNESCO developments to members of the Commission, to interested organizations, and to the general public. It carefully reviewed plans for the UNESCO program drawn up by the Preparatory Commission in London, and recommended what positions the United States Delegation should take on the various matters to be discussed at the First General Conference. It elected an Executive Committee and named Milton Eisenhower, President of Kansas State College, as its first Chairman.

At this organizational meeting of the National Commission, it was emphasized that UNESCO will reach the general public largely through the agency of the Commission. The members of the Commission, in touch with the schools and colleges, with organized groups throughout the country, and with the millions of individuals comprising these groups, will bring the people of the United States into active participation in the work of UNESCO.

A second annual meeting was held in Chicago in September 1947. The 1948 meeting is scheduled for Boston.

### *Members of the U. S. Commission*

The American Association for Adult Education is a member of the National Commission. The teaching profession, through which UNESCO must realize many of its aims, has half-a-dozen representatives on the Commission. Both the American Federation of Labor and the Congress of Industrial Organizations have members on the Commission and are ready to bring UNESCO to the attention of their vast memberships. Rural populations are reached through the National Grange, the Farmers Union, and the Farm Bureau. The U. S. Chamber of Commerce is represented. So, too, are the National Association of Broadcasters, the American Society for Newspaper Editors, and the Motion Picture Association of America. Leading women's groups, such as the General Federation of Women's Clubs, have devoted space in their publications and time at their meetings to the furtherance of UNESCO. Representatives of religious faiths are members of the Commission, and are winning support for UNESCO among their congregations.

### *Members of UNESCO*

Within a year after the First General Conference of UNESCO, which was held in Paris, in November, 1946, the UNESCO constitution had been ratified by thirty governments; namely, Australia, Belgium, Bolivia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Egypt, France, Greece, Haiti, India, Lebanon, Mexico, Netherlands, New Zealand, Norway, Peru, Philippines, Poland, Saudi Arabia, Syria, Turkey, Union of South Africa, United States, United Kingdom, and Venezuela. The Soviet Union sent no delegates to either the London Conference in 1945 or the First General Conference in Paris the following year.

The First General Conference spent three weeks in November, 1946, in formulating the program of the new organization. They also determined a budget and elected Julian Huxley Director-General of UNESCO. The second General Conference met in Mexico City in November 1947.

### *UNESCO Program Plans*

UNESCO will, to a certain extent, have to be both a coordination center and a "college" for research. The United States has laid major emphasis on the role of UNESCO as a clearinghouse for the international exchange of information in its various fields of interest. While it is generally agreed that UNESCO must have adequate financial resources, it is also felt that it would

be endangered by undertaking at the outset too diffuse and overexpanded a program of operations. It will rather encourage existing institutions and communications services to direct their work along the lines of UNESCO's program. It will collaborate with the United Nations through its Economic and Social Council and will work closely with the United Nations information center in planning a world-wide U. S. radio network. It will act essentially as a coordinator and adviser for international cooperation in the field of knowledge, and will sponsor international conferences in education, the sciences, and the arts. In addition, a few carefully selected projects, principally in educational reconstruction, will be directly operated by UNESCO. UNESCO's activities in research will be widespread and constantly directed to the improvement of international understanding.

### *First Steps of U. S. Commission*

The United States National Commission has set up a Program Assignments Committee, which receives requests and suggestions from UNESCO and refers them to appropriate competent bodies. For example, questions and proposals relating to adult education are to be referred in the first instance to the American Association for Adult Education, and projects in the social sciences to the Social Science Research Council. These bodies, in turn, will draw on all available resources of their own and other organizations.

Late in March, 1947, the first of the United States National Conferences on UNESCO, organized under the Congressional Act, was held at Philadelphia. It was attended by over a thousand persons representing virtually all the great national organizations having an interest in the UNESCO program.

Assistant Secretary of State Benton, speaking to the American Club in Paris a few months after United States membership in UNESCO had been authorized, very aptly summed up what it may mean to most of us in the following words: "What can UNESCO mean to the ordinary man of Iowa? It can mean that he will be able to hear radio programs from all over the globe, bringing him, in a variety of interesting forms, the story of all his world neighbors. It can mean that the movies he sees will bring him a more faithful picture of other peoples. It can mean that the nearby college will have on its faculty a visiting professor from abroad, or even that his son will get the chance to study abroad. Above all, it can mean that his son will not have to go to war. What UNESCO means to the ordinary man of Iowa it can also mean to the ordinary man of Czechoslovakia, or China or Uruguay."

Whether it will mean these things depends partly on many larger political and economic decisions, but also most specifically on the public understanding and support that UNESCO receives, the budget it is granted in the years ahead, and the caliber of those whose capabilities it attracts to its cause.



## PART V

## AGENCIES

### *Notes on Representative Organizational Programs*

## NOTES ON REPRESENTATIVE ORGANIZATIONAL PROGRAMS

*Editor's Note:* The following notes on specific agencies and programs are designed to supplement the more general information contained in the preceding articles dealing with various phases and types of adult education. The list, compiled with this special purpose in mind, is not offered as a comprehensive directory of agencies, and the most characteristic rather than the latest activities are stressed in the notes. A fuller, more up-to-the-minute report of the work of any agency may be obtained by sending a request to the staff member indicated in the note. Professional titles instead of personal names have been given in order to avoid the confusion that might result from changes in personnel.

The notes are classified under general subjects, alphabetically arranged. Further details of arrangement are supplied under each subject head.

### ADULT EDUCATION COUNCILS

Arranged alphabetically by names of councils under three subheads: *Community, Regional and State.*

#### *Community*

BOSTON, ADULT EDUCATION COUNCIL OF GREATER BOSTON, 18 Brattle Street, Cambridge 38, Massachusetts *President*

The function of the Greater Boston Council is to discuss needs, and undertake research in the field of adult education, and also to cooperate with lay organizations in bringing the activities and offerings of adult education to the attention of the public at large.

CHICAGO, ADULT EDUCATION COUNCIL OF, 224 South Michigan Avenue, Chicago 4, Illinois *Director*

A clearinghouse for adult educational agencies in the Chicago area. Publishes monthly bulletin, *Educational Events in Chicago*. *Directory of Adult Educational Organizations and Colleges and Universities in the Chicago Area*, are published annually. Conducts conferences, institutes, and seminars on special problems of adult

education, and leadership training for adult education leaders. Provides advisory service to individuals on educational opportunities, and program-planning service for organizations. Offers service of speakers' bureau to Midwest area. Sponsor of the Chicago Film Workshop in Adult Education. Presents popular-priced music series at Orchestra Hall, including opportunities for young artists. Provides administrative service for cooperative planning and joint activities of cooperating groups.

CINCINNATI, ADULT EDUCATION COUNCIL OF METROPOLITAN CINCINNATI, 629 Vine Street, Cincinnati 2, Ohio *Executive Secretary*

The Council was established in 1934. Its original purpose was to sponsor classes taught by volunteers and to give information concerning available classes. The program has changed since its inception, and the Council is now a service agency, without an operating program. It works with both informal and formal educational groups. As its basic service, it provides information on classes to individuals who are seeking opportunities to carry on their formal education. The Council, however,

does no counseling. When counseling is required, referral is made to one of the appropriate community agencies.

The Council conducts an Audio-Visual Aids Program in cooperation with the Public Library. Through this program, information is provided on the source and rental charge (if any) of films, film strips, slides, and recordings. These services are available to any group or organization with an educational or informational program. Individuals, too, are assisted in the selection of films best suited to meet specified program objectives.

The following publications are issued by the Council: (1) *Live & Learn*, issued nine times a year; (2) *Directory of Vocational Facilities in Metropolitan Cincinnati*, issued annually; (3) *Directory of Educational Opportunities*, issued annually; (4) *A Handbook for Program Chairmen*, including a list of programs accessible from a wide variety of community groups. (Revised annually.)

DENVER, ADULT EDUCATION COUNCIL OF,  
Public Library, Denver 2, Colorado  
*Executive Secretary*

Since 1930 the Adult Education Council has been functioning as a clearinghouse for adult education activities in Denver. Through the agencies which make up its membership there has been cooperation in developing unified programs for adult education in the community.

The Council maintains without charge the following services and activities: (1) Information Service on adult education offerings in more than 100 organizations, including schools, associations, libraries, social service agencies, study clubs; (2) Clearinghouse on dates of educational events, conferences, conventions; (3) Speakers Bureau giving suggestions for speakers and discussion leaders for all types of adult groups; (4) Consultation on program planning, resources, and procedures in adult education, for program chairmen, executives, and others interested in planning

programs for organized groups. This includes a service on moving pictures and visual aids. Leadership training in film-discussion techniques is provided.

*Educational Opportunities*, the official publication of the Adult Education Council, is printed in various forms throughout the year—as a directory, a calendar, a bulletin. Council meetings for discussions of educational and community problems are held approximately four times a year. Special conferences and meetings are held from time to time as need arises.

DETROIT ASSOCIATION FOR ADULT EDUCATION, 121 Gratiot, Detroit 26, Michigan  
*Librarian, Downtown Library*

The Detroit Association for Adult Education, through its membership, represents all phases of public and private adult educational activities. It conducts annually an Institute for Program Planners, in the course of which new techniques, new media, and resources for program building on current subjects are demonstrated. This institute, while organized and directed by the Association, has been co-sponsored by a number of clubs; associations; church groups; and public agencies, including the public library, the schools, health department, etc. and has been open to all clubs or groups desiring assistance in the selection of subjects and the building of programs. The largest of the local newspapers prints a weekly calendar of adult educational activities, compiled by the public library, but published under the name of the Association.

DISTRICT OF COLUMBIA ADULT EDUCATION COUNCIL, The Public Library, 8th and K Streets, N.W., Washington 1, D. C.  
*Secretary*

The Council was formally organized, June 25, 1945. The purposes are three: (1) To stimulate and plan adult education activities; (2) to coordinate adult education programs; (3) to serve as a clearinghouse for information on all phases

of adult education. It is a nonpolitical, nonsectarian, nonprofit organization. The membership is composed of delegates from organizations in the metropolitan area and of individuals who are interested in promoting the purposes stated above. Each organization may send two delegates but has only one vote. Nonmembers may attend meetings and serve on special committees, when requested by the President.

NEW YORK ADULT EDUCATION COUNCIL,  
254 Fourth Avenue, New York 10, New York  
*Executive Director*

The purpose of the Council is to discover educational needs of the adult population of the New York metropolitan area, and try to see that those needs are filled. The Council seeks to fulfill its purpose through:

- (1) operating a Consultation Service on educational opportunities, which advises the individual inquirer how and where he may attain his object;
- (2) helping organizations to learn from one another's experience and to use one another's resources;
- (3) conducting studies or experiments to dramatize the needs of special groups or to encourage the use of certain methods;
- (4) organizing special committees to work concentratedly on particular problems; and
- (5) publicizing educational needs and opportunities through a monthly *Bulletin*, occasional special reports and publications, meetings, conferences, press releases, etc. Membership is individual; organizational affiliation is a service relationship.

PHILADELPHIA, ADULT EDUCATION COUNCIL  
FOR PHILADELPHIA, 304 Administration  
Building, Parkway at 21st Street, Philadelphia 3, Pennsylvania  
*Secretary*

Organized January 1941, under auspices of the Philadelphia Public Schools. Purpose, to develop adult education activities and to increase participation in them in the Philadelphia community. Council's newspaper *Philadelphia Adult Education News* lists current meetings, courses, radio pro-

grams, exhibits, forums, etc. in Philadelphia. Council holds monthly meetings and two additional meetings as a part of the University of Pennsylvania's Schoolmen's Week. Meetings are open to the general public. Membership consists of lay and professional individuals, nonprofit and commercial-industrial organizations.

Council cooperates with the Division of School Extension, Philadelphia Public Schools, and with the Metropolitan Library Council of Philadelphia in the promotion of adult education meetings. The Council has cooperated with the Philadelphia Home and School Council in the provision of training courses and meeting programs. Has also cooperated with the Division of School Extension, Philadelphia Public Schools, in organizing an area in adult education in the program of the Summer Workshop conducted by the Schools for the public school personnel.

PITTSBURGH, GREATER PITTSBURGH COUNCIL  
ON ADULT EDUCATION, 541 Wood Street,  
Pittsburgh 22, Pennsylvania  
*President*

This organization has operated in the City of Pittsburgh since 1931, drawing to its ranks men and women engaged in the various departments of adult education both public and private. There has been a close bond between the leadership of the Council and the Extension Divisions of the Public Schools and of the local institutions of higher education (University of Pittsburgh, Duquesne University, Carnegie Institute of Technology). In the postwar years, the urgency of veterans' education, expanding concern with workers' education, and a closer relationship with group work agencies and other social welfare organizations have broadened the appeal.

The Council issues a *Calendar of Daily Events in Adult Education* (concerts, lectures, exhibitions, etc.) which is sent without charge to clubs, schools, libraries, trade union headquarters, personnel offices in stores, etc. The Council Newsletter carries a section on Workers' Education, another

on Veterans' Education, and another on Race Relations.

In planning and directing the Council's programs, an effort is made to take cognizance of new factors and to meet new needs; also to see that discussion of problems does not end in talk when action is called for.

ST. LOUIS, ADULT EDUCATION COUNCIL OF GREATER ST. LOUIS, 1125 Chemical Building, St. Louis 1, Missouri *Executive Director*

The Adult Education Council of Greater St. Louis, an association of nonprofit agencies with programs for adults, has been in continuous operation since January, 1938, when it was inaugurated to serve as a central clearinghouse for the agencies and the citizens of the community. An information and referral service takes care of the specific questions that are directed to the Council office. Assistance is given in building programs by suggesting materials and speakers and through clearance on dates. As needs are indicated, study and action are undertaken by standing committees. Meetings on general and specific adult education matters are frequently sponsored.

The Council's publications give a comprehensive picture of current opportunities in adult education. *A Calendar of Program Events*, which includes lectures, conferences, music, drama, and exhibitions open to the public is published monthly. *A Directory of Adult Education Classes and Courses* is revised annually. A bulletin listing semester registration dates is issued in January and September. Occasional publications include an *Aerial Map of St. Louis and Vicinity*, highlighting points of educational interest with transportation guide.

SOUTH ST. PAUL COUNCIL FOR ADULT EDUCATION, South St. Paul, Minnesota *President*

The work of the public library; the patriotic work of the Veterans of Foreign

Wars and American Legion and their Auxiliaries; the adult classes sponsored by local industries; the citizenship program of the League of Women Voters; the educational work of the press; the child study program of the parent-teacher organizations; the work of the various study clubs of the city; the speakers' program of the Kiwanis Club—all these combined with the adult education program of the public schools in South St. Paul, make up a composite whole, constituting the adult education opportunities of South St. Paul, of which the Council is a clearinghouse. The Council has been active in supporting a public forum program.

SPRINGFIELD ADULT EDUCATION COUNCIL, 32 Spring Street, Springfield 5, Massachusetts *Executive Secretary*

The Council was organized in 1934, mainly for the purpose of conducting public forums. It has grown into an organization which stands for leadership in all types of enterprises devoted to the interests of the community. The expanded program includes the conduct of civic and patriotic exercises; bipartisan political rallies; special educational courses; a community program service; etc. Membership is both individual and organizational. Parts of the program are geared to special interests and age groups.

### *Regional*

EAST BAY ADULT EDUCATION COUNCIL, 659 Fourteenth Street, Oakland 12, California *President*

The East Bay Adult Education Council, organized in December, 1937, is an informal organization of individuals and agencies engaged in formal or informal adult education. It includes public schools, university extension, labor schools, public libraries, group-work agencies, church groups, etc. Its purposes are: (1) To promote the best interests of adult education; (2) to coordinate the activities of agencies and individuals in the field; (3) to en-

courage personal acquaintanceship among leaders of adult education; (4) to provide adult education experiences for the group members themselves; (5) to serve as a clearinghouse for information about community resources; (6) to compile and keep up-to-date a directory of adult education activities; (7) to arrange adult education conferences; (8) to aid in giving publicity to adult education and all allied interests.

The Council holds monthly luncheon meetings at which the representatives of the various member agencies present news of their agencies' activities in the adult education field. At these meetings there is either a speech—sometimes given by one of the group, sometimes by an outside speaker—followed by questions and discussion, or the entire meeting is devoted to discussion of some timely question of interest to all members. The Council's bulletin, the *East Bay Adult Education Observer*, is published monthly. The Council maintains, at the Oakland Public Library's Reference Department, a card index to current adult classes in the East Bay cities.

**PACIFIC NORTHWEST ASSOCIATION FOR ADULT EDUCATION**, Care of Inland Empire Education Association, School Administration Building, Spokane, Washington

The Association originated with a group of men and women who were interested in uniting adult educational leaders in the four northwest states. As the purpose broadened, the Association stressed the building up of its organizational, as contrasted with its purely individual, membership. Coordinated and cooperative effort on the part of individuals and groups with common purposes continues to be the chief objective. The annual convention of the Pacific Northwest Association is held in conjunction with the Inland Empire Education Association which, for more than thirty years, has been meeting in Spokane each spring.

**SOUTHEASTERN REGIONAL ASSOCIATION FOR ADULT EDUCATION**, University of Alabama, Tuscaloosa, Alabama *President*

Membership in the Association is open to all professional workers and laymen interested in the field of adult education. Its annual meeting is devoted to description and discussion of activities and methods in the field of adult education, believed to be significant in the life and development of the southeastern region. The Association is interested in the possibilities for the exchange of specialized services among the states of the region.

#### *State*

**CALIFORNIA ASSOCIATION FOR ADULT EDUCATION**, University of California, Extension Division, Berkeley *Secretary*

Established in 1927 to study and evaluate all types of adult education activity, conduct experiments, act as a clearinghouse for information, etc. In recent years its activities have been confined chiefly to sponsorship of an annual conference.

**COLORADO ASSOCIATION FOR ADULT EDUCATION**, Denver Public Library, Denver 2, Colorado *Treasurer*

The Colorado Council is made up of both organizational and individual members. It is active in the promotion of a state-wide program of adult education and in the effort to obtain state financial support for this program. Provides consultation service for local communities in the development of their programs.

**CONNECTICUT ASSOCIATION FOR ADULT EDUCATION**, State Department of Education, Hartford *Secretary*

The Connecticut Association for Adult Education aims to stimulate professional spirit among its members and to cooperate with the State Department of Adult Education. Its membership includes teachers, supervisors, directors, and others.

INDIANA ASSOCIATION FOR ADULT EDUCATION, 122 East Michigan Street, Indianapolis, Indiana *President*

The Indiana Association made up of both organizational and individual members representing a broad cross section of adult education interests in the state, holds an annual conference, works for state support of public adult education. It was instrumental in the preparation and wide adoption of a statement of aims for adult education in Indiana.

IOWA ASSOCIATION FOR ADULT EDUCATION, Iowa State College, Ames *Secretary*

The Iowa Association for Adult Education was organized in April 1945, by the Adult Education Section of the Iowa State Teachers Association, in cooperation with Iowa State College. The objectives of the organization are: (1) To further a better understanding in all Iowa communities of education as a continuing process throughout life; (2) to encourage the development of resources for adult education throughout Iowa, in cooperation with all existing organizations and institutions; (3) to promote legislation for the encouragement and support of adult education; (4) to serve as a medium of information and exchange of ideas among individuals, organizations, and institutions interested in adult education.

Its activities include: (1) The holding of state and district conferences; (2) publishing a news bulletin, *Adult Education in Iowa* about four times a year; (3) formulating and promoting needed adult education legislation in Iowa; (4) collecting and publishing information on adult education in Iowa.

KANSAS ADULT EDUCATION ASSOCIATION, Extension Division, University of Kansas, Lawrence, Kansas *Secretary-Treasurer*

Plans that had been developing for several years culminated in the organization

at Topeka on March 22, 1941 of a Kansas Adult Education Association. The occasion was a called conference of representatives of agencies engaged in any phase of adult education work in the State and of individuals interested in such activities. The purpose of the Association is to stimulate interest in adult education throughout the State and to offer all possible encouragement and help to agencies and organizations which are working in that field.

MICHIGAN COUNCIL ON ADULT EDUCATION, Department of Public Instruction, Lansing 2, Michigan *Secretary*

The purpose of the Michigan Council, which was organized in 1940, is to encourage cooperative effort in the improvement of community living through adult education programs. In order to achieve this purpose, the State Council undertakes: (1) To formulate the aims and objectives of adult education for the State and to restate these aims from time to time in accordance with the needs of changing conditions; (2) to encourage and assist communities in developing, carrying out, and improving a comprehensive and coordinated program of adult education; (3) to promote cooperation among agencies and individuals active in adult education; (4) to assist member agencies in inaugurating and improving such adult education activities as are consistent with their purposes; (5) to encourage a continuing survey of adult education in Michigan; (6) to interpret the work carried forward and create an awareness of needs through conferences and other methods.

Since the formation of the State Council, individual agencies and organizations have continued to develop their own adult education programs in accordance with their own policies, but they have cooperated in promoting the integrated state program. The State Department of Public Instruction acts as a clearinghouse for the cooperative efforts of the organizations.

NEW JERSEY COUNCIL ON ADULT EDUCATION, Department of Education, Trenton 8, New Jersey *Director*

The Council is composed of individuals and groups interested in adult education. It acts as a clearinghouse of information, promotes legislation, and prepares reports upon current problems in adult education. A report on postwar developments, issued in 1944, prepared the way for expansion of adult education services provided by the Department of Education.

NEW MEXICO ASSOCIATION FOR ADULT EDUCATION, University of New Mexico, Extension Division, Albuquerque *Secretary*

Organized in November 1938, to function as a clearinghouse for the discussion of adult education in New Mexico and the dissemination of adult education materials to individuals and organizations interested.

OHIO ASSOCIATION FOR ADULT EDUCATION, Ohio State University, Columbus 10, Ohio *Executive Secretary*

The Ohio Association for Adult Education was organized in 1936 for the following purposes: (1) To sponsor and promote adult education in the State of Ohio; (2) to coordinate the activities of the various organizations and agencies undertaking adult education, and to stimulate their more effective functioning; (3) to assemble and distribute information about adult education; (4) to act as the official organization of adult education in Ohio.

Since its organization, the Council has provided consultant service through its officers and members to a number of local communities in setting up adult education programs, such as adult evening schools, leadership training institutes, forums, etc. It has also assisted state agencies; has provided speakers and leaders for adult education groups; and has published the results of significant adult education programs through its official organ, *The Adult Observer*.

THE PENNSYLVANIA STATE ASSOCIATION FOR ADULT EDUCATION, The Pennsylvania State College, State College, Pennsylvania *Secretary*

The Association was formed to establish within the Commonwealth of Pennsylvania an organization which will coordinate the services of existing adult education agencies, serve as a clearinghouse for adult education problems, direct research in the various fields of adult education, sponsor needed legislation, further the development of desirable additional adult education services, disseminate information, and provide continuity of purpose and effort in the development of adult education within the Commonwealth.

## ADULT SCHOOLS & INSTITUTES

Arranged alphabetically.

ANDOVER EVENING STUDY PROGRAM FOR ADULTS, Phillips Academy, Andover, Massachusetts *Director*

The program was initiated in 1935, was discontinued in 1942 because of the war, and was resumed in 1946. It runs for eight weeks in the winter or fall, each course meeting once a week, for a one-hour or two-hour session depending on the nature of the course. The courses offered are mainly liberal arts: history, literature, music, art, philosophy, ethics, religion. There are also studio arts and crafts, public speaking, swimming and body-conditioning, and square dancing. From 12 to 20 courses are given each year, many of the symposium variety.

The program is conducted and staffed mainly by the faculty of Phillips Academy, Andover, Massachusetts, with valuable aid from time to time by teachers from the Andover public schools and qualified citizens of the town.

The contribution to adult education made by the program is obvious. Less obvious but important are the challenge to the teaching staff and the pleasure they



derive from working cooperatively, for nothing (financially) on such an enterprise.

**ANNUAL READING CONFERENCE**, Pennsylvania State College, State College, Pennsylvania *Director, Reading Clinic*

The annual Reading Conference, sponsored by the Department of Education and the Reading Clinic, Pennsylvania State College, offers teachers, supervisors, and administrators, in all areas of school instruction, an opportunity to meet with leaders in reading development and to discuss with them the problems of reading instruction. Held during one week of the summer, the conference focuses cooperative thinking upon such key problems as the diagnosis and correction of specific reading difficulties, the building of reading interests, the development of reading skills and abilities, and the promotion of mature reading habits. Through the presentation of prepared papers and the discussion of these papers, outstanding national authorities in the teaching of reading offer guidance to all school people who are concerned with the task of teaching reading to both young people and adults. Increasing attention in these conferences is being given to the special procedures which can be used in promoting the reading abilities of adults.

**BOSTON CENTER FOR ADULT EDUCATION**, 5 Commonwealth Avenue, Boston 16, Massachusetts *Director*

The Center was organized in the autumn of 1933 to meet a special need for a place where mature men and women can develop their latent powers, in congenial surroundings without thought of certificates and diplomas.

The number of courses given at the Center varies from term to term. As many as 161 courses have been given in a single term. All groups are strictly limited in size, from 10 to 25, so that each individual may have a chance to develop along the

lines of his own endowment and not be confined within a set pattern. The Center offers any course for which public demands create a need.

Those giving the courses are known as leaders, not teachers. They are selected for their knowledge and ability and their interest in the development of other people. All leaders come to the Center only part time. Among them are faculty members from some of the best known institutions of higher learning, newspaper men, lawyers, poets, doctors, writers, actors, businessmen, artists, dancers, architects, interior decorators, cabinet makers, musicians, composers, photographers, engineers, and other professional people.

The Center's social activities include plays presented by the Little Theater Workshop group, dances given by the Social Dancing groups, parties sponsored by the Advisory Committee, lectures and informal discussions.

The Center is a nonprofit, tax-exempt, educational institution incorporated under the laws of Massachusetts. It has no endowment. About 60% of the income comes from course fees; the rest from gifts of interested friends.

A booklet describing the Center's courses is published four times a year.

**BREAD LOAF WRITERS' CONFERENCE**, Middlebury College, Middlebury, Vermont *Director*

The Bread Loaf Writers' Conference, which was started in 1926, is conducted by Middlebury College as one of its regular summer schools. It is designed chiefly for those who are interested in writing professionally and who wish criticism of their work, but it also welcomes those wishing to come as listeners and participants without submitting manuscripts for criticism. The staff is chosen from writers, teachers, editors, and publishers who know the craft of writing and the problems of marketing at firsthand.

The Conference aims to achieve the re-

sults of education without its academic accompaniments. It gives no degrees, credits, or formal courses. The time—the last two weeks of August—and the place—Bread Loaf Inn, about halfway up the main ridge of the Green mountains—favor study combined with enjoyment, and also encourage congenial and ready discussion between Conference attendants and staff members.

BURTON INSTITUTE, Charlotte, North Carolina *Director*

Burton Institute was organized during the summer of 1945 to be a school for adults.

The idea behind the Institute is this: that it should be possible in a city of 100,000 for any adult to resume his formal education, starting wherever he is ready to start and progressing towards any desired goal as rapidly as his time and ability permit.

The Institute offers all academic work on the high school and junior college levels, in the fields of English, social studies, mathematics, sciences, and foreign languages. It also offers special courses in cultural and vocational subjects, omitting shorthand, typewriting, bookkeeping, etc. because these subjects are well cared for by local commercial schools. The Institute stands ready to add to the curriculum any subject for which sufficient demand may develop.

An individual student may begin at any time; meet his teacher from 1 to 6 times a week as he wishes; go as fast as he wishes; and stop when he reaches his goal. Classes of 2 or more may do likewise, according to the mutual decision of class and teacher.

The school is open from 8 a.m. to 11 p.m. six days a week, 48 weeks a year. The first week in July, the first week in September, and two weeks including Christmas and New Year's Day, are taken as vacation periods for administrative convenience. Special holidays, such as Easter Monday, Memorial Day, etc., are not officially observed because some students depend upon

these days for extra work, but any class may take any holiday by mutual agreement between students and teacher.

The Institute has no source of income other than earned tuition.

CHAUTAUQUA INSTITUTION, Year-round Office, 521 Fifth Avenue, New York 17, New York *Secretary*

Chautauqua Institution was founded in 1874 on the shores of Lake Chautauqua, the westernmost of New York's lakes. The primary purpose of the founders was to provide advanced training for Sunday School teachers, but the training school rapidly developed into a summer assembly, which for many years has reflected—and led—a representative section of American opinion. By 1876, the work had already been divided into four parts: a Scientific Conference; a Temperance Conference; and a Church Congress, in addition to the Sunday School Assembly. Increasing diversification meant increasing attention to secular matters, and soon virtually the whole range of political, social, economic, and cultural subjects has been incorporated into the Chautauqua program.

The work of Chautauqua now consists of three principal branches: (1) The general program offered at the Institution on Lake Chautauqua during July and August each year; (2) the summer schools also held at Lake Chautauqua; and (3) the home reading courses of the Chautauqua Literary and Scientific Circle.

During the summer session, leaders in government, industry, labor, religion, education, and the arts come to Chautauqua to discuss the important issues that currently confront the American people. Non-partisan and nonsectarian, the Chautauqua platform puts the spotlight on the national and international questions of the day, as well as on matters of personal living.

The Institution sponsors a series of outstanding musical programs. Chautauqua has its own symphony orchestra and its own choir. A number of operas both grand

and light, are given each season, all operas being sung in English. In Chautauqua's Repertory Theatre, productions follow the current season, with a sprinkling of older favorites. Members of the Theatre staff conduct classes in the dramatic arts and give talks on the drama in the Chautauqua lecture program.

The Summer Schools are a vital part of the service of the Institution. Credit courses in a wide range of subjects are presented at the graduate and undergraduate levels, in cooperation with New York University. There is also an extensive high school credit program.

The Adult Education Division presents many short courses in the arts, humanities, public affairs, and social recreation. Through the Chautauqua Literary and Scientific Circle, America's oldest Book Club, planned home reading courses are conducted throughout the year.

The Department of Religious Work holds classes in religious leadership and in Sunday School and Church procedures and techniques. It also conducts ministers' conferences and an annual world missions institute, with delegates and speakers from foreign fields.

CHEL TENHAM TOWNSHIP ADULT SCHOOL,  
Elkins Park, Pennsylvania *Public Relations Chairman*

A nonprofit community project under the guidance of civic-minded citizens affiliated with cultural, social, educational, and civic organizations in Cheltenham Township. It was started in 1939 by representatives of Philadelphia and Suburban Parent-Teacher Associations, School Boards, and Township Schools. It was discontinued during the war, but was reopened in February, 1946.

The school is open to persons 18 years of age and over. Courses in Art Appreciation, Cooking, Latin-American Dancing, Typewriting, Ornamental Iron Work; Writing for Fun and Profit, and Gardening, which

are among the offerings, are indicative of the range of the curriculum.

The Cheltenham School is a member of the Associated Adult Schools of Suburban Philadelphia and the Philadelphia Adult Education Council. The Cheltenham teaching staff is selected upon recommendation of other Adult Schools or of persons widely experienced in the field of adult education. Professional training as teachers is not required. What is required is that each teacher shall know the subject he proposes to teach; that he shall be deeply interested in it and able to communicate his interest to others. The administrative work of the school is done by volunteers.

CIVIC FEDERATION OF DALLAS, 2419 Maple Avenue, Dallas 4, Texas

Founded in July, 1917, in the midst of World War I, the Civic Federation was designed to help maintain the social and cultural life of Dallas at a time when the excitement of the war tended to thrust it into the background. The earliest activities were related especially to social education, to the acute social problems, and to the community forces then available for the solution of these problems.

In 1919, when adult education as an organized movement was in its early stages, the Federation organized an open forum as an adult education project. The forum became quickly very popular, and the hall where it was held was regularly filled to capacity. By 1935, the Federation staff and their advisers, having had their judgment ripened by experience, re-examined the open forum, weighed its merits and demerits, and decided to try some less "wholesale" method of adult education. In line with this decision, the open forum was replaced by series of two-week institutes, dealing with timely subjects and led by national authorities. Admission to the institutes is by registration, with a nominal fee.

The present major activities include the following: Town meetings and other pub-

lic lectures, with accompanying informal round-table discussions; the two-week adult institutes mentioned above; an institute for youth only; a contribution to musical taste and enjoyment through a richly varied music program; a recognition of artists through small one-man shows; forty or more weekly showings each year of foreign-language, documentary, and other exceptional films not shown by commercial theatres; radio broadcasts of varying types; and a limited number of compilations such as *Texas Social Legislation and Local and State Agencies Directories*. The Federation maintains an extensive Social Research Library of books and pamphlets, to which accessions are constantly being made.

In addition to its own major activities, the Federation works closely with other social movements in Dallas. The harmonious relations thus established with local organizations extend to state organizations and institutions and to many national agencies.

The development of the Federation programs has been evolutionary. There is not, and never has been, any effort to attract attention by an impressive array of offerings. It has always seemed best to the Federation to do a few things well, rather than to undertake many for the sake of appearances and do them perhaps badly.

COOPER SQUARE SCHOOL, 303 Fourth Avenue, New York 3, New York *Registrar*

An adult education school that specializes in courses which deal with the labor movement, democratic socialism, the problems of minority groups in our society, and allied subjects. The classes are held in the evenings, some of them meeting at 35 Cooper Square and others at 54 Irving Place.

THE COOPER UNION, Division of Social Philosophy, Cooper Square, New York 3, New York *Head, Division of Social Philosophy*

Offers evening extension courses for

adults on such topics as Postwar Psychology, The Art of Thought, Nutrition and Family Economics, Man Makes Himself (Anthropology); Aging Successfully, etc. The courses are free to the public, no special qualifications are necessary for admission, and no academic credits are given. Although quite informal, the courses are serious in purpose, and members of the groups are urged to be regular in attendance and to participate freely in the discussions.

DANEBOF FOLK SCHOOL, Tyler, Minnesota  
*Director*

Danebod Folk School is a direct descendant of the folk schools of Denmark and seeks to preserve the best in the folk school tradition. The Danebod School was built in 1888 by Danish immigrants. It followed the traditional pattern of the Danish folk schools, offering a three-month session for men each winter and a summer session for girls. In 1904, the school was enlarged, and for many years it was filled to capacity.

Most of the students of the school in its early years had come from Denmark, and the instruction was given exclusively in Danish. Following World War I and the resultant decrease in immigration, the enrollment gradually diminished, and by 1931 had become so small that the school was closed. It was reopened as an American Folk School in the middle 1930's but, because of war conditions, it was closed again in 1940. A persistent effort to revive the school once more at the close of World War II resulted in its being again in full use by the spring of 1946.

Adapting its program to American needs, the Danebod Folk School has substituted a variety of short courses for the former three-month winter session. The courses include literature, art, history, crafts, folk dancing, singing, and other types of recreation. People of all age groups are admitted. There are no en-

trance requirements and no barriers of race, creed, or color.

HIGHLANDER FOLK SCHOOL, Monteagle, Tennessee *Secretary*

Offers a two-month residence course in winter. In the summer there are special programs for farm groups and labor unions, including the Southern Farmers Union School, the Annual Southern CIO School, and the Southern Leadership Training School. The plant of the Highlander School is in use the year round as a social and educational community center.

INSTITUTE OF ARTS AND SCIENCES, Columbia University, New York 27, New York *Director*

The Institute, a division of University Extension, offers to the general public and to the University community a program consisting of: (1) single lectures and lecture-discussions on a wide variety of subjects of timely and cultural interest; (2) short courses of lectures and lecture-discussions in special fields; and (3) a series of concerts.

The annual announcement describing in detail the offerings of the Institute will be mailed upon request.

INSTITUTE ON ADULT EDUCATION OF NEGROES, U. S. Office of Education, Washington 25, D. C. *Specialist in the Higher Education of Negroes*

According to the 1940 census approximately 3 million Negroes—one fourth of the Negro population—are functionally illiterate. Some of the conditions frequently created by, or closely associated with, this excessive illiteracy are: (1) Limited and warped personality development; (2) occupational inefficiency and limitations; (3) ineffective citizenship; (4) unwholesome and disorganized home and family life; and (5) general social and economic maladjustments. One of the ways of alleviating these conditions is by attacking their chief source—*illiteracy*. The major problems in

attacking this situation are lack of prepared teachers and lack of suitable materials.

The Institute on Adult Education of Negroes, which was held at Hampton Institute, Hampton, Virginia, August 12-September 14, 1946, was one phase of a comprehensive project designed to attack these problems by means of (1) preparing personnel for the training and supervision of teachers of adults; (2) demonstrating the effectiveness for civilian use of certain teaching techniques developed by the Army; (3) collecting and evaluating resource materials for the teaching of adults; (4) identifying and classifying the major problems of Negroes that are amenable to adult education on the elementary level; and (5) formulating a tentative curriculum and instructional guide on the elementary level for use of teachers of Negro adults.

The Project on Adult Education for Negroes, of which the Institute was a part, was jointly sponsored by the U. S. Office of Education, the American Association for Adult Education, and the National Conference on Adult Education and the Negro.

JOHN C. CAMPBELL FOLK SCHOOL, Brass-town, North Carolina *Director*

Established in 1924 for the purpose of upbuilding and enriching country life. A four-month program, similar to that of a Danish folk school, is offered during the winter for adults over 18 years of age. Instruction in public health, in home-making, in local arts and crafts are important features of the program.

The teaching and life of the school are closely interwoven into the life of the community. The farm and home activities of the school serve as a practical demonstration for the entire community. The school staff participates in a credit union and works with a cooperative organization which operates a creamery and a feed, poultry, and egg business. Men's and wom-

en's clubs work with the staff to promote all community undertakings. The school also offers recreational courses for teachers and community leaders. Through these various activities, a large proportion of the adults in the community are reached.

JOHN L. ELLIOTT INSTITUTE, THE SOCIETY FOR ETHICAL CULTURE, 2 West 64th Street, New York 23, New York *Director*

The John L. Elliott Institute, founded in 1942 as the adult education school of the New York Society for Ethical Culture, has aimed at developing democratic judgment through the presentation of courses from an ethical viewpoint. The courses presented have dealt with such problems as: Issues in a Changing World; Key to Conflicting Forces in America; What Can the Citizen Do?; What Can a Man Believe?; The Prospects of American Democracy; Can Democracy Plan?; and Power Politics in the National Economy.

The Institute has covered various aspects of human relations. It has made use of the symposium in an effort to present cross sections of opinion on many of the problems with which society has to grapple. The Institute has also attempted to deal with some of the problems in which specialized groups of people have been concerned, such as the Negro problem, for example. A very successful series of conferences between government officials and community leaders was arranged and conducted by the Institute in an effort to evaluate the "Gains and Goals in Race Relations." The Institute has consistently made efforts to bring to its students teachers eminently qualified to handle the problems under discussion.

THE JUNTO, MERCANTILE LIBRARY, 16 South 10th Street, Philadelphia 2, Pennsylvania *Public Relations Director*

The Junto traces its history back more than 200 years to "a club for mutual self-improvement," which Benjamin Franklin

and a dozen of his friends formed in 1727. Franklin's Junto flourished for many years in the spirit of good fellowship and learning that usually characterizes adult education groups. Eventually the early Junto was swallowed up in larger organizations.

In 1941, a group of professional educators and civic leaders decided that a club embodying Franklin's creed of self-improvement was needed in Philadelphia. Accordingly, the old Junto was revived as a nonprofit organization for adult education, with "Fun in Learning" as its motto and the moving spirit of all its activities.

The range in subjects offered runs from languages, arts, and sciences to hobbies. All interested adults are welcomed as students; there are no fixed educational requirements. Instructors are chosen not only for their knowledge of the subjects they are to teach but also for their ability to present these subjects in an interesting and informal fashion.

NEW ENGLAND WORKSHOP, GODDARD COLLEGE, Plainfield, Vermont *Secretary*

The New England Workshop was established at Goddard College in the summer of 1945. The "New England" part of its name is due to the fact that many agencies and organizations of the Northeast send consultants or representatives to join in the study of New England problems.

The aim of the Workshop has been stated in various ways: (1) as an effort to bring people together to study the resources and problems of New England; (2) to improve living for all people; (3) to help each person in the area of his own responsibilities; and (4) to make democracy work better in more places.

A central theme is adopted for each of the sessions, which are held in July and August and extend over five or six weeks. The members of the Workshop elect special fields of interest in which to work with small discussion groups, but the

group acts as a unified whole for purposes of general discussion and social life.

Afternoons and evenings are free for individual study, recreation, work in the arts and drama, music, square dancing, and trips through the Vermont country.

A cross section of the participants would include whites and Negroes; Protestants, Jews, and Catholics; representatives of government, agriculture, business, labor, the professions; college students, veterans.

The teaching staff is assisted by consultants who are authorities in the many different areas into which the Workshop program enters. The consultants spend several days or weeks at the Workshop, joining in the daily morning discussions and working with individuals.

NEW SCHOOL FOR SOCIAL RESEARCH, 66  
West 12th Street, New York 11, New  
York *President*

Established in 1919 to provide persons of mature intelligence with facilities for instruction and research in vital problems of the day. Its curriculum covers some twenty fields of study including international relations, history, political science, economics, public housing, sociology, anthropology, philosophy, science, psychology, psychoanalysis, literature, writing, foreign languages, theater arts, fine arts, and music. Over two hundred full semester courses are given, for the most part in the late afternoon and evening, by a faculty of leading scholars.

The New School includes five units: (1) the adult education section operated by the School of Politics and the School of Philosophy & Liberal Arts; (2) the Graduate Faculty of Political and Social Science; (3) the Dramatic Workshop offering professional training for the theater; (4) the Ecole Libre des Hautes Etudes; and (5) the Institute of World Affairs.

OPPORTUNITY SCHOOL, BEREA COLLEGE,  
Berea, Kentucky *Secretary*

In a desire to strengthen its service to

the Southern mountains, Berea College enlarged its program, in 1925, to include a miniature folk school. The leaders who initiated the experiment were acquainted with Scandinavian folk education and, with certain necessary modifications, followed its pattern. Within the active life of Berea College, the Opportunity School builds its own courses, and creates its own atmosphere.

The program falls into different groups, yet the whole is unified. Members of the Berea College faculty give informal talks and lead discussions on problems of government, current history, community building. The School encourages enjoyment of fine literary forms and the use of books, gives insight into the miracles of modern science, and offers guidance toward the great religious truths.

There are no entrance requirements except a serious desire to stretch one's capacity for learning, service, and enjoyment. Each Opportunity School group is therefore diversified in its personnel, including the young and the mature, with widely varying backgrounds of education and vocation. Close comradeship, however, is quickly knit through the give-and-take of busy, absorbing days together. Singing, fireside games, folk dancing, outdoor excursions, and amateur dramatics fill the evenings. Opportunity School members are also included in all special campus functions.

The Berea Opportunity School enlarges its sphere of influence by directing simple programs known as Extension Opportunity Schools in several mountain communities. These programs cover a long week end, usually from Thursday evening until Monday morning. The only expense to the community served in this way is the entertainment of the five or six teachers from Berea and the cost of gas for the car in which they travel. The week-end Extension Schools, which have taken many different members of the Berea College faculty into the mountain communities of

Kentucky, North Carolina, Tennessee, Virginia, West Virginia, and Alabama, have not only served these communities well, but have also been a broadening and stimulating experience for the faculty members.

THE PEOPLE'S GUILD, 98 Joralemon Street, Brooklyn 2, New York *Director*

The People's Guild of Brooklyn, an organization whose aim is "the constructive use of leisure time," started an unique adult educational project in 1929. Experiments with school community centers, which the Guild had begun prior to World War I, had taught the Guild workers that mothers and homemakers seldom have free evening hours to devote to educational purposes of their own. In order to meet the needs and the convenience of this important group of adults, the Guild decided to experiment with an educational program offered in the leisure hours of the afternoon. Determined not to make the mistake of attempting to fit adults into a ready-made pattern, the Guild workers turned to the simplest and most naturally attractive educational device that they could find. Reading, they agreed, was obviously education's common denominator. Public libraries were doing all they could to encourage "solo" reading, but for reading in groups there was an open field. Thus the experiment with reading-discussion groups was launched.

The announcement of a reading group that would meet at two o'clock in the afternoon in the pleasant and comfortable setting of the members' homes brought an immediate response, not by individuals but by groups. Out of the core of the community emerged little coteries of women whose members were already drawn together by the natural ties of mutual liking.

As was to be expected, fiction played a large part in the first group-reading program. But presently a novel with a background of Middle Western pioneer days awakened a desire to know more of this country's history. From reading about the

country's past, the group members spontaneously turned to accounts of their own time. Thus the meetings of the pioneer group gradually became considerably more than periods of recreation.

Encouraged by the results of the initial group, other reading groups have been formed. Reading and discussing books at regular intervals in a congenial group has been found to be an easy and profitable way of "keeping up."

The continuity of the groups is worthy of note. Most of them have gone on for years, each of them with a membership nucleus surviving unchanged. All the groups are eager and ready to testify that continuous meetings for purposeful discussion of worth-while subject matter cannot fail to result in great benefit to the group as a whole as well as to the individuals who make it up.

RAND SCHOOL OF SOCIAL SCIENCE, 7 East 15th Street, New York 3, New York  
*Executive Director*

The Rand School of Social Science offers a number of diversified courses in the liberal arts and social sciences. It emphasizes, however, a series of Trade Union Training Courses for the benefit of members of the American labor movement.

The student body is drawn from the general public, but more specifically from the ranks of organized labor. Many college students are attracted to the School by reason of the informal character of its teaching.

The Rand School was founded in 1906.

ROCHDALE INSTITUTE, 343 S. Dearborn Street, Chicago, Illinois *Acting Director*

Rochdale Institute is the national co-operative training school of the consumer cooperative movement in the United States. It was organized in 1937 by action of the Cooperative League of the U. S. A. From 1937 until 1944, the Institute conducted



short and long-term courses at its headquarters in New York City.

In the fall of 1944, the Institute was moved from New York to Chicago in order that it might be closer to the major regional cooperative federations of the nation. Courses are conducted periodically for employees; functionaries; and members of national, regional and local cooperatives.

Rochdale Institute holds a permanent charter from the University of the State of New York and is approved to receive students under the G. I. Bill of Rights.

**THE SCHOOL OF ADULT EDUCATION, Boston College, Tower Building, Boston, Massachusetts** *Registrar*

The School of Adult Education of Boston College was founded in the belief that each year more and more people are discovering that adult education is very pleasantly worth while and that their interests are broadened and their enjoyment of life deepened by intelligent, informal lecture-discussions on modern problems from a Catholic point of view.

The School has a minimum of red-tape requirements—no complicated registration routine, no examinations, no academic credits. The classes meet in the evenings. A Current Events Forum holds meetings on such topics as Modern Literature and Contemporary Best-Sellers; Chesterton's Catholic Philosophy of Cheerfulness; Some Modern Problems of Marriage and Morality; Modern Economics and Labor; The Mass and Sacraments.

**TOWN HALL WORKSHOPS, The Town Hall, 123 West 43rd Street, New York 18,** *New York Educational Director*

The Town Hall Workshop Courses, classes in adult education, were opened in 1944 for the benefit of all who wanted an opportunity to increase their knowledge or to find new avenues for self-development and self-expression. As a secondary objective, there was a desire to try out

various kinds of courses and procedures, with a view to making the results of the experience available to other groups and agencies in New York that were equipped to do an adult educational job.

An inviting variety of subjects has been offered, including courses on Labor and Management; a Marriage Series; a study of home conditions and life in different countries that are members of the United Nations; Music Courses for Laymen: Enjoying Great Books, Aging Successfully, etc. The workshop meetings are held on weekday evenings; some of them beginning at five o'clock, the others at eight-fifteen.

**WATKINS INSTITUTE, Church Street and 6th Avenue, Nashville, Tennessee** *Superintendent*

Watkins Institute was founded in 1880. Its original purpose was to provide educational opportunities for youth and adults who, because of their employment during the day, could not attend the city schools, or who for other reasons had been unable to get the amount of schooling they desired.

Many of the Institute courses are vocational, but from the first stress has been laid on the value of education not only as a means by which to improve economic status, but also as an aid to good citizenship and as a source of cultural enrichment.

The enrollment is restricted to white adults. Candidates who wish to enroll for any courses except those in grammar school subjects must give satisfactory evidence of the completion of the first eight grades.

Among the informal adult educational offerings is a forum, "Let's Think," which presents contemporary problems for discussion and is open to the general public as well as to students of the Institute. A special course for parents, designed to develop understanding of the principles of wholesome family life, offers a combina-

tion of lectures and round-table discussions, with assigned readings.

### ALUMNI EDUCATION

Arranged alphabetically by names of colleges and universities.

AGNES SCOTT COLLEGE, Decatur, Georgia  
*Alumnae Secretary*

No organized education program for alumnae, but the alumnae magazine published quarterly, instead of being confined to news of alumnae and the campus, contains articles of educational value and general reader interest, many written by scholars or persons of authority (not all alumnae) and intended to provide information and to stimulate alumnae interest in community service and affairs. Each issue has a central theme. One issue a year of the magazine is sent free to all alumnae on the mailing list.

Some of our alumnae clubs build their programs on educational or cultural subjects.

ALLEGHENY COLLEGE, Meadville, Pennsylvania  
*Alumni Secretary*

Alumni college, held each year at commencement time, provides an opportunity for returning Alleghenians to hear faculty members speak on current topics. Publication of Educational articles in the Alumni Bulletin.

THE AMERICAN UNIVERSITY, Washington, D. C.  
*Alumni Secretary*

Offers a series of monthly lectures on timely subjects, tapping the vast authoritative personnel available in the nation's capital.

Announces well in advance the cultural activities sponsored by the University in order that all alumni interested may attend. This is part of a campaign for greater alumni-participation in the University program.

BELOIT COLLEGE, Beloit, Wisconsin  
*Alumni Secretary*

Rock River Community College, a public service of Beloit College, offers night classes to the general public. Alumni of the College, through alumni publications, are especially urged to take advantage of the offerings, and many are enrolled. Courses offered are from the following departments: Anthropology, Art and Architecture, Chemistry, Drama, Government, Mathematics, Music, Philosophy, Literature, Religion, Sociology.

CALIFORNIA, UNIVERSITY OF, Berkeley 4,  
*California Executive Manager*

Alumni Institutes held in various California cities—Berkeley, Sacramento, Fresno, Los Angeles, San Diego, Santa Barbara, Salinas—provide opportunities for alumni to hear outstanding California University authorities speak on the fundamental issues of the times. Free and full discussion of these issues by all Institute participants is encouraged.

CINCINNATI, UNIVERSITY OF, Cincinnati 21,  
*Ohio Executive Secretary, Alumni Association*

Alumni Association sponsors a series of lectures each year. The lecturers are outstanding members of the faculty who discuss subjects pertinent to their fields of learning.

The University of Cincinnati provides a complete well-rounded program, which is available to alumni in the Cincinnati area. The University program consists of specialized lecture series, forums, and a multitude of courses offered by the Evening College.

CLARK UNIVERSITY, Worcester, Massachusetts  
*Alumni Secretary*

Stated lectures given at the University are open to alumni, also a special Fine Arts program, which features outstanding members of the Fine Arts Department and attracts capacity audiences of alumni and Worcester townspeople.

Clark Alumni Clubs have regular meetings, with educational programs to which faculty members and outside speakers contribute.

CLEVELAND COLLEGE, Western Reserve University, Cleveland, Ohio *Publicity Director*

The Alumni Association sponsors the promotion and sale of an Activity Ticket entitling the holder to admission to five of seventeen evening events at Cleveland College, the downtown center of Western Reserve University. These events include plays, lectures, concerts, folk-songs, etc.

The Association also holds Alumni Institutes, with programs including evening lectures by faculty members, one evening of orchestral music, and a supper or banquet. No fee except for banquet. Open to all former students and their families.

The Alumni Association's aim is to co-operate in the financing of future Alumni Institutes through income derived from the sale of Activity Tickets. The project also serves the purpose of drawing former students and graduates back into the cultural life of Cleveland College, as well as introducing its attractions to a wider adult audience with the alumni as the active agents.

COLBY COLLEGE, Waterville, Maine *Executive Secretary*

Rounds out the commencement activities with a three-day Alumni College, arranged by the Alumni Council. Alumni, alumnae, wives, and husbands are invited to attend. Lectures are given by members of the Colby faculty and invited speakers from outside. Ample opportunity for class and round-table discussion is provided.

DARTMOUTH COLLEGE, Hanover, New Hampshire *Secretary of the College*

Under the name of "Hanover Holiday," Dartmouth College operates a group educational project for its alumni. The first Hanover Holiday program was held in

1937 and there has been one every year since, with the exception of the war years. Hanover Holiday was renewed by Dartmouth in 1946 with the largest attendance of alumni ever experienced. The plan has been followed of scheduling the week of faculty lectures and related discussion periods either before or after the June week end of class reunions.

The Dartmouth Alumni Magazine publishes a monthly section called "Hanover Browsing." This is written by a member of the Dartmouth faculty and lists and reviews books that are recommended for reading by Dartmouth alumni.

DE PAUL UNIVERSITY, Alumni Office, 2235 Sheffield Avenue, Chicago 14, Illinois  
*Alumni Coordinator*

Late afternoon and evening classes are available to alumni at the downtown College of Liberal Arts and the Graduate School, both in the De Paul loop building, 64 E. Lake Street.

A series of alumni lectures featuring prominent members of the De Paul faculty, is arranged each season by the Alumni Coordinator.

FLORIDA STATE COLLEGE FOR WOMEN, Tallahassee, Florida *Executive Secretary, Alumnae Association*

At present the educational work of the Association consists of the following: (1) Education through normal functioning of the Association—for example, faculty speakers at Alumnae Clubs, instruction through the quarterly Alumnae Bulletin, etc.; (2) an annual meeting called an "Alumnae College," which features special speakers and some instruction, but which covers too short a period for real instruction and study; (3) Alumnae Office co-operation with the various departments of the College which offer special courses for adults such as a Library Workshop, a Spanish Workshop, a Home Economics Course, a Music Camp, etc.

It seems that the soundest alumnae edu-

cational work will come through increasing cooperation with the College departments offering special adult courses as in (3) above. Further work of the Association is needed to assist the College in planning such courses for additional subjects in which alumnae are interested.

GOUCHER COLLEGE, Baltimore 18, Maryland  
*Executive Secretary*

For the benefit of Goucher College alumnae, special reading lists, compiled by members of the College faculty, are published from time to time. A symposium is held at the Alumnae Lodge each year during reunion week end.

IOWA, STATE UNIVERSITY OF, Iowa City,  
Iowa  
*Director, Alumni Service*

The State University of Iowa program for its alumni consists of four parts: (1) Conferences, institutes, and clinics on the campus; (2) suggested books and reading lists in various fields of learning; (3) a program of instruction through the use of 16mm films in four areas—international understanding, scientific development, health and safety, and our American heritage; and (4) correspondence courses.

The educational films, mentioned in (3) above, are supplied through the Bureau of Visual Instruction of the Extension Division. As the Director of Alumni Service is also the Director of the Extension Division, it is possible to utilize the facilities of the Extension Division in the promotion of a comprehensive program of alumni education.

LOYOLA UNIVERSITY, 6525 Sheridan Road,  
Chicago 26, Illinois  
*Executive Secretary*

Loyola University cooperates with the Alumni Association in planning alumni programs. Present arrangements call for the auditing of established courses in the various colleges of the University by alumni, and a limited number of special lecture courses designed more especially for alumni interests. Future plans con-

template the offering of a diversified program in nearly every field of knowledge. Since three quarters of Loyola alumni are concentrated in the metropolitan area of Chicago, there are excellent opportunities for reaching them.

MICHIGAN, UNIVERSITY OF, Ann Arbor,  
Michigan  
*Director of Alumni Relations*

A 16-page bulletin, distributed to more than 115,000 alumni two or three times a year, gives general information on the University's educational and scholarly program. In connection with the alumni reading list program, which is carried on in cooperation with the Library Extension Service, over six hundred reading lists have been made up in answer to requests from individual alumni. These lists, now on file ready for distribution are always advertised in the bulletins.

The Quarterly Review numbers of the *Michigan Alumnus* are entirely separate from the regular *Michigan Alumnus* and deal with the literary, educational, and scholarly interests of the University. This publication has received wide appreciation from the alumni.

Future plans contemplate the reestablishment of the Alumni University, which had to be discontinued during World War II.

MINNESOTA, UNIVERSITY OF, Minneapolis,  
Minnesota  
*Alumni Secretary*

The Extension Division, through the Center for Continuation Study, presents an annual one-day Institute bearing on education and general culture for the alumnae of the University. (The alumni are also invited) Faculty talks and panel discussions on topics of vital interest are the main features of the Institute programs.

MOUNT HOLYOKE COLLEGE, South Hadley,  
Massachusetts  
*Alumnae Secretary*

Following the close of World War II, the Mount Holyoke Alumnae Association, under the direction of its Educational

Projects Committee, embarked upon an alumnae educational program featuring: (1) a period of speaking and discussion during commencement and reunion week end in June; and (2) a special symposium during Founder's Day week end in November.

NEW JERSEY COLLEGE FOR WOMEN, Rutgers University, New Brunswick, New Jersey  
*Executive Secretary, Associate Alumnae*

Three single study days are held at the Alumnae House on campus in the fall, winter, and spring. A special subject in a particular field is chosen for the theme of each seminar, and about this theme revolve the offerings of the morning, afternoon, and evening sessions. Faculty and "outside" authorities on the subject speak and sometimes participate in a panel discussion with those alumnae who, because of their training or experience in the field under discussion, have been asked to contribute to the program. Sometimes a seminar includes a visit to campus laboratory for lecture-demonstration or exhibit. Informal question periods invariably are a vital part of each session. Reading lists for further home study on the topic under discussion at any one seminar are given to those in attendance.

These seminars are planned and financed by the Associate Alumnae with the College cooperating by offering the services of its academic departments.

NEW ROCHELLE, COLLEGE OF, New Rochelle, New York *President of the Alumnae Association*

On Founder's Day, which is celebrated each year in October, the Board of Directors of the Alumnae Association opens the Chapter Activities Program by sponsoring a discussion on the special educational theme chosen for the year. Individual chapters are encouraged to plan lectures, forums, and study clubs around this chosen theme. The importance of carrying study over into action is stressed.

POMONA COLLEGE, Claremont, California  
*Director, Alumni Affairs*

The college publishes from time to time addresses of an outstanding nature, which are sent to alumni. "Alumni College Sessions" are included on the Alumni Day program each June. At these sessions, alumni hear of recent developments in various fields of education. The sessions last from 45 minutes to an hour, and there are five or six sessions available.

ROSARY COLLEGE, River Forest, Illinois  
*Director of Alumnae*

Since 1938 the Rosary College Alumnae Association has sponsored and developed, under the Thomist Association, a plan of instruction by lecture and discussion to enable its members more efficiently to participate in the revival of the fundamentals of Thomistic Philosophy and allied sciences.

RUSSELL SAGE COLLEGE, Troy, New York  
*Alumnae Secretary*

Special invitation issued to alumnae to attend evening adult education courses on campus and to suggest additional evening or late afternoon courses, summer workshops or institutes on subjects of vital concern to them. Full cooperation of the College offered for building a democratically determined program of alumnae education.

SARAH LAWRENCE COLLEGE, Bronxville, New York *Alumnae Director*

The New York Sarah Lawrence Alumnae Club has sponsored lectures by members of the faculty on "Aspects of Modern Philosophy and Literature." The lectures were given in the homes of different alumnae at a charge of \$5.00 for a series of four.

The Sarah Lawrence Westchester Alumnae Club has also sponsored lectures on various subjects. These lectures were given by different members of the faculty on the college campus. Charge \$4.00 for a series of four.

The prospect is that similar lecture series will continue to be arranged.

SMITH COLLEGE, Northampton, Massachusetts *General Secretary of the Alumnae Association*

The Smith Alumnae College held its first five-day session, following commencement, in June, 1933. In 1942, the Alumnae College was temporarily discontinued because of war conditions. It reopened in 1946.

The Alumnae College program is planned by the Administration of the College and members of the faculty, together with the Education Committee of the Alumnae Association, and the Alumnae Office, which acts as "Registrar's Office" for each session, and has general charge of the session itself. Emphasis is always placed, however, on the fact that it is the College which makes this opportunity for continuing education available to its alumnae.

STANFORD UNIVERSITY, Stanford University, California *Director, Alumni Association*

Stanford University supplies faculty members to speak at various Stanford Club meetings and as participants in the annual Stanford Alumni Conferences. These conferences are held in various areas of the Pacific Coast, with an average of 750 alumni attending each area's sessions. The conference programs consist entirely of discussions on academic subjects, led by faculty men and women.

STEPHENS COLLEGE, JUNIOR COLLEGE FOR WOMEN, Columbia, Missouri *Alumnae Secretary*

The alumnae education program was discontinued during the war. A new post-war program was planned at an Alumnae Conference held in October, 1946. The new program stresses:

(1) Provision of materials—bibliographies, study courses, recordings, color slides, etc.—in areas of special interest to alumnae; for example, "Home and Family";

(2) provision of recordings to bring to alumnae clubs and lectures by members of the faculty—for example, inspirational talks given at college vespers, and lectures or recent trends in various subject-matter fields;

(3) provision of occupational help through cooperation of the Occupational Guidance department of the college.

SYRACUSE UNIVERSITY, Syracuse 10, New York *Executive Secretary, Alumni Association*

In adult education the Alumni Association of Syracuse University plays the role of an intermediary. It cooperates with: (1) University College, the downtown branch of the University; (2) the Bureau of School Services of the School of Education, which brings extension study to teachers in all sections of the state; and (3) related graduate organizations, such as Eta Pi Upsilon Alumnae (senior women's honorary) which sponsors an Alumni University at commencement time.

The Alumni University is a series of free lectures on diversified subjects, extending over several days previous to commencement. Prominent alumni and faculty members conduct the classes.

Upon request, the Association also arranges for speakers to conduct programs on any subject at local alumni meetings across the continent.

UNIVERSITY OF THE SOUTH, Sewanee, Tennessee *Alumni Secretary*

Publishes a quarterly Alumni News magazine whose purpose is to cement a feeling for (1) liberal education and (2) college training under Christian auspices. The Alumni News is sent to all alumni.

Publishes *The Sewanee Review*, oldest literary quarterly in America, whose purpose (announced in 1892) is "to enhance and enrich the reflective life of the South." Many alumni are among its subscribers.

VASSAR COLLEGE, Poughkeepsie, New York  
*Alumnae Secretary*

The *Vassar Alumnae Magazine* tries consistently to present important issues to the alumnae, concerning itself not only with Vassar College, but with subjects pertinent to any group of educated women.

There is a reunion committee charged with the duty of enriching reunion programs so that they may provide education and mental as well as spiritual refreshment to alumnae when they return to college together.

WESLEYAN COLLEGE, Macon, Georgia  
*Alumnae Secretary*

Wesleyan Alumnae-College Days, which provided faculty lectures on the campus for alumnae, were discontinued during the war. At an Alumnae Council meeting in December 1946, a new program was started along the lines laid down in a series of resolutions, from which the following excerpts are taken:

"Whereas, General Dwight Eisenhower, who led the armies of free men to victory in the Second World War, sent this message to all alumni:

"There can be no assured peace and tranquility for any one nation except as it is achieved for all; so I would like to urge the colleges in America to sponsor the study of other governments and other nations in order that we may supplant fear with understanding which would be a gigantic step toward the abolition of war . . . .

"Be it resolved, therefore, that a Forum for the study of the history and culture of other nations be held annually by the faculty and alumnae;

"Be it resolved, further, that this Forum be dedicated to the better understanding of other countries and to the forwarding of peace . . . ."

The first of these Forums was held in 1947.

CIVIC EDUCATION

Arranged alphabetically by names of agencies.

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 3457 Walnut Street, Philadelphia 4, Pennsylvania *President*

Organized in 1889 as a forum for the discussion of questions of national and world interests. It functions through meetings held in Philadelphia, and through its publications, the most important of which is a bi-monthly journal, *The Annals*. Also, from time to time, pamphlets and monographs are published.

The appeal of the Academy is to the general business and professional public who desire serious, but not highly technical, presentations of public questions. No position is ever taken by the Academy on matters presented before it, but every effort is made to have all leading attitudes given consideration. Those interested are invited to write to the Academy at the address given.

AMERICAN COUNCIL ON PUBLIC AFFAIRS, 2153 Florida Avenue, Washington, D. C.  
*Executive Secretary*

Devoted to the publication and dissemination of social science materials, including pamphlets, books, and mimeographed bulletins, suitable for adult education. Intermittently sponsors research projects.

AMERICAN POLITICAL SCIENCE ASSOCIATION, 1822 Sheridan Road, Evanston, Illinois  
*Secretary-Treasurer*

Fosters scholarly interest in the scientific study and improvement of politics and public law, administration, and diplomacy; maintains a Personnel Service indicating the records of young scholars available for appointment as teachers, research experts, and public servants.

AMERICAN VIEWPOINT, 122 East 42nd Street, New York 17, New York  
*Executive Secretary*

A nonprofit, nonpolitical, nonpartisan,

nonsectarian organization, the purpose of which centers in the publication and wide distribution of booklets, pamphlets, and other materials on basic American principles and ideals.

American Viewpoint booklets are being extensively used in libraries, schools, adult education groups, naturalization classes, and elsewhere.

COMMITTEE FOR CONSTITUTIONAL GOVERNMENT, 205 East 42nd Street, New York 17, New York *Chairman*

A nonprofit educational organization, the purpose of which is to distribute informative material on the Constitution of the United States and our free enterprise system. It publishes and promotes the distribution of Thomas James Norton's *The Constitution of the United States—Its Sources and Its Application*, selected by a committee of the Bar Association as the best available book for instruction in the fundamentals of our constitutional system.

NATIONAL CIVIL SERVICE LEAGUE, 67 West 44th Street, New York 18, New York *Executive Secretary*

A citizens' organization formed in 1881. Devoted to promoting efficiency and economy in government administration—federal, state and local—through selection of public employees on a basis of merit and fitness after competitive tests or other objective evaluation and appraisal of demonstrated qualifications and capacity.

Acts as adviser to public personnel agencies, public administrators, and legislators in the application of civil service laws and practices. Carries on public information service in regard to activities in the civil service field through factual reports of its committees; newspaper releases; publication and distribution of pamphlets on various phases of public personnel administration; occasional public meetings; and lectures in colleges and universities.

NATIONAL INSTITUTE OF PUBLIC AFFAIRS, 400 Investment Building, Washington 5, D. C. *Educational Director*

A nonprofit educational enterprise incorporated in April, 1934, under the code of the District of Columbia. Acts as a liaison unit between the colleges and universities of the country and the departments of the Federal Government. Also serves as a consulting agency in matters relating generally to the recruitment and training of personnel for public affairs.

NATIONAL INSTITUTE OF SOCIAL RELATIONS, 1029 17th Street, N.W., Washington 6, D. C. *Director*

A nonprofit educational organization, launched in February, 1946, by some of the officers and men who had been directly responsible for the Army Orientation Program during World War II. The purpose is to carry on, in civilian life, the work begun in the Service—a program of adult education designed to give people a clear and meaningful grasp of the democratic way of life.

Experimental programs in selected communities have led in each instance to the establishment of a Community Discussion Council, broadly representative of all major sections of interest within the community.

The Field Service Division of the Institute gives assistance to organizations and communities in the conduct of conferences and training institutes on various aspects of community education and community leadership. These training services are available to any community and to any national, state, or local organization interested in the promotion of education for good citizenship.

The Institute publishes a discussion guide series called *Talk It Over*. Each issue deals with a current national or international problem and contains background material, aids to discussion leaders, illustrations, a topical outline, and a bibliography.



**NATIONAL LEAGUE OF WOMEN VOTERS, 726**  
Jackson Place, N.W., Washington 6,  
D. C. *President*

National, nonpartisan organization made up of affiliated state Leagues, which in turn consist of local Leagues. Organized by the National American Woman's Suffrage Association at its Victory Convention in 1920 to enable women through self-education to equip themselves for responsible participation in government.

Representative national conventions determine the League's program of work, which comprises items for study and items for support, with special projects indicated for emphasis. Study is the necessary prerequisite for support.

The League is not departmentalized so far as the interests of its members are concerned, but for convenience in fact-finding, study, and action, the subjects which are to be taken up by all members are listed under departments. Each program department is in charge of a group of representatives from all the state Leagues, headed by a national chairman.

Educational methods used include study groups, round-table discussions, voters' schools, institutes, public meetings. Fact-finding groups attend meetings of local legislative bodies, visit public institutions, and confer with public officials. Radio, motion pictures, slide films and other audio-visual media are effectively used. List of publications on request.

**NATIONAL MUNICIPAL LEAGUE, 299 Broad-**  
way, New York 7, New York *Execu-*  
*tive Secretary*

A nonprofit, nonpartisan citizen organization devoted to the development and spread of methods of making local, county, and state government more efficient and responsive to democratic controls. Also works to develop a responsible, informed, participating citizenry.

Organized in 1894 by the then existing local civic organizations, the League has

served them, as well as individuals, public officials, and educational institutions as a clearinghouse of civic information. Its committees prepare model laws, charters, state constitutions, and administrative systems representative of the highest standards and most advanced thinking. It cooperates with civic leaders and educators in local, county, and state improvement campaigns by supplying fact-ammunition and strategy; conducts administrative and financial surveys of governments; and maintains a civic and governmental library which is open for use by interested persons.

It publishes a monthly periodical, *The National Municipal Review*.

**NATIONAL SELF-GOVERNMENT COMMITTEE,**  
80 Broadway, New York 5, New York  
*Secretary-Treasurer*

Organized in 1904 by a group of public-spirited citizens. Purpose: To stimulate the development of student government in teacher-training institutions, schools, and colleges; and to form, where possible, junior cities for youth of 16 to 21 years of age who are no longer in school. The Committee stresses the importance of teaching responsibility by giving responsibility, teaching the facts about politics through "realistic" civics, and developing the "habit and attitude" of democracy.

Directors and educational consultants write pamphlets, magazine and newspaper articles; address teacher and student groups; confer with educational authorities. The Committee cooperates with other educational organizations and youth groups, and supplies its publications to approximately 7,000 associate members, chiefly in schools and colleges.

**NATIONAL PLANNING ASSOCIATION, 800 21st**  
Street, N.W., Washington 6, D. C.

Founded in 1934, on the theses that planning is as necessary to a nation as to an individual or a business, and that national planning should be the concern of all Americans rather than of government

alone. Four standing committees—Agriculture, Business, Labor, and International Policy—meet together to examine planning proposals, seek agreement, and suggest appropriate policies.

Membership is open to interested persons and organizations. . . . Service to members includes: (1) a regular bulletin, "Public Policy Digest"; (2) Planning Pamphlet Series, which presents findings of NPA studies; (3) mimeographed reports and special memoranda; (4) guidance and consultation services.

**PUBLIC ADMINISTRATION CLEARING HOUSE,**  
1313 East 60th Street, Chicago 37, Illinois  
*Director*

Founded in 1931 to serve as an exchange for information concerning administrative processes and problems in government and to foster cooperation among organizations and individuals in the field of public administration.

It facilitates the interchange of information, points of view, ideas, and experience among organizations of public officials, organizations of citizens, and other groups that are planning for improvements in the administrative techniques of government. It assists in making available to each group the information and technical resources and experience at the disposal of other organizations. It receives, and refers to the proper organizations or agencies inquiries on all phases of public administration. From time to time, it arranges special conferences.

The Clearing House publishes biennially *Public Administration Organizations*, a directory of voluntary, unofficial, organizations in the field of public administration. It maintains a Personnel Exchange Service listing specially qualified candidates for research and administrative positions. Through its *News Bulletin* it disseminates to newspaper and magazine editors information concerning significant developments in the field of public administration. It manages certain joint enterprises or serv-

ices for the fourteen organizations of public officials which have their headquarters at the Chicago address of the Clearing House (1313 E. 60th Street). One of these enterprises is a Joint Reference Library which publishes a weekly checklist, *Recent Publications on Government Problems*. The Clearing House maintains an office in Washington, D. C. in the Transportation Building.

**UNION FOR DEMOCRATIC ACTION,** 819 13th Street, N.W., Washington, D. C. *Executive Director*

A nonpartisan organization formed in 1941. Has chapters in major cities throughout the country. Its membership includes businessmen, farmers, laborers, housewives, doctors, lawyers, and churchmen of all faiths. It is the only organization that brings together the American Federation of Labor, the Congress of Industrial Organizations, and members of the major political parties.

Its chapters sponsor educational campaigns making use of "fact folders," the press, radio, public forums, dinners. The Washington office publishes the bi-monthly *Congressional Newsletter*, with up-to-the-minute reports on pending legislation. Its London office publishes the bi-monthly *London Newsletter*.

## CONSUMER EDUCATION

Arranged alphabetically by names of agencies under the subheads: *Private Agencies* and *Public Agencies*.

### *Private Agencies*

**AMERICAN HOME ECONOMICS ASSOCIATION,**  
620 Mills Building, Washington 6, D. C.  
*Staff Member in Charge, Consumer Education Activities*

The *Consumer Speaks* project of the Association functions through consumer discussion groups in almost all the states and educates "not by telling people what to think or do, but by helping consumers to

express themselves and by bringing out their ideas." Led by home economists, consumers say what they think about the goods they buy, and their carefully analyzed "wants" and "don't wants" are a guide to manufacturers. The Association publishes the project's results from time to time in its *Journal of Home Economics*, its *Consumer Education Service*, also in press and on radio coast to coast.

Adult consumer education is included in the objects and activities of the Association, which aims to improve and extend home economics instruction in schools and colleges and in adult education; issues publications, holds meetings, and endeavors to secure legislation for the advancement of home economics interests. Its membership includes workers in all phases of adult home economics education. The Association has a staff worker specially assigned to its consumer education activity, but the work of all the staff includes activity in this field.

CONSUMER CLEARING HOUSE, 1740 K Street, N.W., Washington, D. C. *Chairman*

A clearinghouse for national organizations, with respect to their consumer programs. Reports approximately monthly on current issues of interest to consumers, with suggestions for appropriate consumer action.

THE CONSUMER EDUCATION STUDY, NATIONAL EDUCATION ASSOCIATION, 1201 16th Street, N.W., Washington 6, D. C. *Director*

The Consumer Education Study, conducted by the National Association of Secondary-School Principals, a Department of the NEA, has been operating since 1942.

Most of the energy of the Study has gone into the production of the *Consumer Education Series*, a sequence of teaching-learning units, averaging about 100 pages in length. Written objectively and without bias, they treat the most serious, persisting problems of consumers. Each was written

by a specially equipped author, with the consultation of outstanding experts from all walks of life. The authenticity of every statement has been checked. The pamphlets are attractive in style, well illustrated. Prepared primarily for use in high school, they have been adjudged at least equally good for adult use, by many adult educators.

CONSUMERS' RESEARCH, Washington, New Jersey *Director*

A nonprofit-making organization, with offices and laboratories situated just outside the town of Washington, New Jersey. Originally formed to take care of the flood of inquiries from readers of *Your Money's Worth* (1927) by Stuart Chase and F. J. Schlink. Mr. Schlink is President of Consumers' Research.

*Consumers' Research Bulletin*, issued monthly, lists a wide range of commodities. Each commodity is rated by *brand name* as: A. *Recommended*; B. *Intermedicate*; or C. *Not Recommended*. These ratings are based on scientific unbiased tests. The Bulletin has been used as supplementary material in classrooms for many years. Because of its forthright use of brand names, and its frank discussion of defects as well as advantages, it is of particular interest to adult students.

In addition to the monthly issues, there is an *Annual Cumulative Bulletin*, which summarizes a wide range of CR's previous findings, and includes also much new material that has not appeared in monthly issues. The Annual is confidential and is available only for the personal use of an individual subscriber. A special arrangement can, however, be made to use it as a classroom textbook, provided that each member of the class subscribes and signs the confidential agreement. Full information is available on request.

CONSUMERS UNION, 17 Union Square West, New York, New York *Director*

Consumers Union publishes a monthly

magazine, *Consumer Reports*, and an annual pocket-size reference book, the *Buying Guide*, in which are printed results of unbiased and impartial tests and examinations of a wide variety of consumer goods. The technical findings—arrived at by scientific laboratory tests, by carefully controlled tests of actual use, and by consultation with qualified experts, or by a combination of these means—enable CU's members to get their money's worth in a confusing market and to protect themselves and their families against false and misleading advertising and against misrepresented or even dangerous merchandise.

COOPERATIVE LEAGUE USA, RESEARCH AND INFORMATION OFFICE, 726 Jackson Place, N.W., Washington 6, D. C. *Director*

The Cooperative League USA is the educational arm of the consumer-purchasing cooperative movement. Consumer cooperatives have always maintained their organized efforts to enable consumers to own the services or organizations or utilities through which they obtain goods and services.

The Washington Office of Research and Information is obligated to serve the millions of consumer cooperative members who own the League. The Office gathers information from government organizations; transmits to government organizations information about cooperatives; acts as a liaison between the consumer cooperative movement and other voluntary groups, such as labor, religion, education, farm; presents the voice of organized consumers on legislative issues.

LEAGUE OF WOMEN SHOPPERS, 1133 Broadway, New York 10, New York *Chairman, Board of Directors*

A nonprofit, nonpartisan membership organization of consumers, formed in June 1935 to mobilize women's buying power so that it will be used to improve American living standards. Utilizes press and radio, holds meetings, and publishes its

own Newsletter and reports of special surveys, to provide the public with detailed information about national legislation and other factors which affect living standards. Makes a special point of stressing the relation of wages to prices.

NATIONAL ASSOCIATION OF CONSUMERS, 1822 Jefferson Place, N.W., Washington 6, D. C. *Executive Secretary*

Will appraise current developments affecting consumer welfare in order to provide a constructive basis for consumer education and action. Will analyze and follow national and state legislation; the work of administrative agencies; and activities of business and other groups, as these affect the consumer interest. Will keep individuals and groups continuously informed of such developments and their significance to Americans as consumers, indicating what lines of action are open to consumers. Will obtain special information for members on request.

NATIONAL CONGRESS OF PARENTS AND TEACHERS, 600 S. Michigan Boulevard, Chicago, Illinois *Director of Office*

As part of its program activities, the Committee on Home and Family Life, one of the regular committees of the Congress, organizes study groups, classes, and workshops dealing with practical phases of family life, such as clothing equipment and the renovation of home furnishings. It also conducts nutrition and consumer education forums and community food conservation centers.

NATIONAL COUNCIL OF JEWISH WOMEN, 1819 Broadway, New York 23, New York *Executive Director*

The National Council is concerned with consumer problems on a broad scale. In its legislation program, it has supported pure food and drug legislation, grade labeling, price control, fair labor standards, and minimum wage legislation. Through special study kits, the Sections have studied

the effects of such legislation on the consumer and have taken action on specific bills within these areas. The Council is a member of the Consumer Clearing House.

NATIONAL COUNCIL OF NEGRO WOMEN,  
1318 Vermont Avenue, Washington 5,  
D. C. *Executive Director*

The national office, through its monthly bulletin, *Telefact*, and specially prepared brochures, keeps the local groups informed on the problems of consumer interest.

The Council holds membership in the Consumer Clearing House of Washington and is also a member of the National Association of Consumers. The Council recognizes that the need for consumer education is basic. It therefore attempts to popularize the problems of supply and demand and stresses the responsibility of every citizen to buy intelligently.

UNITED AUTOMOBILE WORKERS (CONGRESS OF INDUSTRIAL ORGANIZATIONS) EDUCATION DEPARTMENT, 28 W. Warren Street, Detroit 2, Michigan *President*

The UAW-CIO publishes a monthly magazine *Ammunition*, which includes consumer news, reports on the organization of cooperatives, and ideas on education for cooperatives and consumer groups. The Education Department has published a series of pamphlets on such subjects as how to smash inflation, how to organize cooperatives in your community, and how to organize cooperative housing. It has also published a turnover talk on cooperatives, which consists of 16 cartoon charts with text and discussion materials. The Education Department also distributes recorded radio programs on cooperatives, and scripts for 15-minute radio programs.

#### *Public Agencies*

U. S. DEPARTMENT OF AGRICULTURE, BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS, Washington 25, D. C. *Head, Information Division*

Conducts research on food and nutrition,

textiles and clothing, housing and household equipment, and family economic problems, and issues numerous bulletins, charts, and other graphic materials (free or available for nominal sums) useful in consumer education classes. Lists of materials available on request.

U. S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, Washington 25, D. C. *Commissioner*

The U. S. Bureau of Labor Statistics, as the official price-collection agency of the Federal Government, publishes monthly and weekly indexes of wholesale prices, and monthly indexes of prices paid by moderate-income consumers in large cities. Also, from time to time it issues special studies of consumer expenditures, and information on intercity differences in relative costs of consumer goods.

In addition to published materials, the Bureau can furnish, upon request, a wide variety of data on prices, living costs, and living standards.

U. S. OFFICE OF EDUCATION, HOME ECONOMICS EDUCATION SERVICE, Washington 25, D. C. *Chief, Home Economics Education Service*

Assists states in their adult education program in consumer education: (1) by working directly with state and city supervisors on the program; (2) by assisting colleges in preparing teachers for adult education programs; and (3) by calling to the attention of the states new books, pamphlets, and other releases relating to consumer education.

A large number of the adult education classes in homemaking carried on in local centers give emphasis to consumer education problems. Some of the units taught are in family economics, home management, or consumer education; others are given under the title of clothing, foods, housing, equipment, or home furnishing. In these, analyses are frequently made of what is available in the market, and em-

phasis is given to selection and buying of consumer goods, care, conservation and repair, and problems of consumer protection.

### CORPORATION TRAINING PROGRAMS

Except for the first entry, the list is arranged alphabetically by names of the corporations.

TRAINING WITHIN INDUSTRY FOUNDATION,  
Bassett Building, 382 Springfield Avenue, Summit, New Jersey

During World War II, industrial management in both production and service organizations faced and met problems of a scope never before encountered. The government program known as Training Within Industry (TWI) was established in 1940 to assist production executives with the handling of the many human problems that were common to all. Its special sections were: Job Instruction, Job Methods, Job Relations, and Program Development. The program was carried forward by a network of industrial men and women who shared experiences and jointly developed techniques with broad applications. This was regarded as a proper government service during wartime, but its termination at the end of the war was planned from the beginning.

In January, 1946, the Training Within Industry Foundation was established as a membership-supported, nonprofit organization with the following objectives: (1) To continue the cooperative research started under the TWI Program during the war; (2) to develop further the special programs designed to improve instruction skills, work procedures, and job relations, and to assist in identifying the production problems that involve people and in devising effective ways to meet and solve these problems through training; (3) to evolve techniques for the selection and development of supervisory and managerial

personnel; and (4) to disseminate, by means of publications and conferences, the results of Foundation efforts.

DU PONT DE NEMOURS, E. I. & COMPANY,  
10th and Market Streets, Wilmington 98,  
Delaware *Supervisor, Central Training Section*

Training activities, which have been carried on within the Du Pont Company for many years, cover the training of supervisors, potential supervisors, operators, apprentices, etc. The programs are designed by the individual employing units to meet their specific needs. During World War II, the large majority of the employing units made extensive use of the Training Within Industry programs; specifically, Job Instruction Training, Job Methods Training, and Job Relations Training. These programs have now become a definite part of the over-all training activities. However, since the close of the war, the supervisory training has shifted to the conference approach, as this method has proved most effective in handling the average supervisory problem.

The training activities in the various units are carried on by the line organization usually with the assistance of a training or personnel supervisor. Training material generally is prepared by the particular unit and designed to meet its needs. The Central Training Section acts in an advisory capacity to the various employing units.

The scope of training within the Du Pont Company includes induction training for new employees; operator and apprentice training; college-graduate or student-engineer training; pre-foreman and pre-supervisory training; and supervisory training, including all members of management of the units.

EASTMAN KODAK COMPANY, 343 State Street, Rochester 4, New York *Director of Training*

During World War II, the Eastman Ko-

dak Company used the TWI program of Job Instructor Training, directly or in modified form, in its various plants. This pattern of training was used with equal success in mechanical and process types of operations. The Company's own program of optical training preceded the Job Instructor Training and contributed to its development. The training program has been continued and further developed since the close of the war, being as applicable to the Company's peacetime production as to its war work.

**THE ELECTRIC STORAGE BATTERY COMPANY,**  
Allegheny Avenue and 19th Street, Philadelphia, Pennsylvania  
*Supervisor of Training*

Starting in January 1943, and continuing to June, 1945, the Company conducted TWI courses for both factory and office supervisory personnel, in Job Instructor Training, Job Methods Training, and Job Relations Training. Some executives also participated in these programs. The results were very beneficial.

In January, 1945, the Company started a series of discussion meetings under the sponsorship of the Philadelphia Board of Education. These meetings dealt with the responsibilities of management toward the supervisor and of the supervisor toward the workers under him. Subsequently, a number of the Company executives and supervisors participated in a Conference Leader Training Program sponsored and conducted by the University of Pennsylvania.

**FORD MOTOR COMPANY,** Dearborn, Michigan  
*Director of Training and Education*

The Ford Motor Company continues its emphasis on job training and is constantly making improvements in the program. The operation of the program is developed cooperatively between the line organization and the staff in Training and Education.

The training is carried on in all the Company's plants.

**GOODRICH, B. F. COMPANY,** 500 S. Main Street, Akron 18, Ohio  
*Director of Factory Training*

In 1942, the Company became much interested in the wartime Training Within Industry Program, and that interest has continued. The most outstanding program has been the one on Job Methods, which all foremen have been required to attend on the off-time basis. Proposals submitted by members of the Job Methods training groups have stimulated interest in the program and have been one of the practical evidences of its success.

Excellent results have been obtained also from the use of the TWI program on Job Relations. All foremen are required to take this training program, too. They prefer to call it a course in problem-solving rather than Job Relations, but they feel that the interchange of experience and views on how to handle labor problems is very beneficial.

The use of the TWI program of Job Instruction as the basis for a safety campaign has proved to be one of the biggest factors in the prevention of accidents.

**INTERNATIONAL HARVESTER COMPANY,** 180 N. Michigan Avenue, Chicago 1, Illinois  
*Director, Education and Training*

The general training program of the Company falls within the classification of "training on the job," although there are occasional classroom sessions of intensive training in special subjects. These sessions are sometimes held in the evenings; at other times they last over a period of one or two days. The Company also maintains a full-time school which trains all types of employees who occupy responsible positions in the factories, branches, and sales organizations. The instructors for all training programs are qualified Company employees. The training materials, manuals,

and other publications used for instruction are prepared in the General Office.

**STANDARD OIL COMPANY OF NEW JERSEY,**  
26 Broadway, New York, New York  
*Training Assistant*

Postwar training program planned to capitalize upon the experience gained during the war with various training materials and techniques. Program expanded to meet the needs of every supervisory level and designed to provide basic as well as advanced training in the principles of effective supervisory management. The planned conference procedure utilized as the basic method of operation. Under the guidance of well-trained conference leaders, small discussion groups study and discuss supervisory problems using materials designed to stimulate both individual and group thinking in regard to the most effective methods of analyzing and solving problems with which supervisors are confronted.

**U. S. RUBBER COMPANY,** 1230 Avenue of the Americas, New York 20, New York  
*Training Director*

The training program of the U. S. Rubber Company is founded on the belief that the ultimate success of any industry requires "know how" on the part of every employee, and this in turn implies a continuing learning process. Many of the simple learning requirements can be satisfied by on-the-job experience, but in the case of complex jobs, experience must be planned or scheduled and supplemented by job breakdowns, policy write-ups, and other training aids. Even though this added emphasis is given to training, it is still felt that the responsibility for training should rest with the line organization or with the employee's own supervisor.

The comprehensive program of training and education toward which the Company is working will ultimately include the following major types of activities: (1) Management training for all levels and in all

areas; (2) direct production training on an organized basis for new employees and transferees in actual production departments; (3) indirect production training for those in staff, functional, and service departments; (4) comprehensive induction program for all new employees; (5) continuous program of safety education at all levels; (6) product-knowledge program for sales and customer service personnel; (7) apprentice programs, where applicable; (8) supplementary training, available on a voluntary basis to employees on their own time.

**WESTERN ELECTRIC COMPANY,** 195 Broadway, New York, New York  
*Personnel Director*

Before World War II, the training courses of the Western Electric Company included a considerable amount of the subject matter and approach developed by the Training Within Industry program. During the war, TWI courses were integrated into the over-all training procedures of the Company on a very extensive basis and became a constructive factor in training supervisors to meet the rapidly expanding production program which then prevailed. Training along TWI lines has been continued in the Company since the war as a part of its training program, with Job Relations Training and Job Instruction Training receiving particular emphasis.

The training work of the Company has for many years included a wide variety of courses closely related to job performance. These courses are increased as need for training in additional fields arises.

**WESTINGHOUSE ELECTRIC CORPORATION,** 469 Sharpville Avenue, Sharon, Pennsylvania  
*Staff Supervisor, Industrial Relations*

Job Instruction Training was adopted at this Division in 1942 and was continued on a large scale throughout the war period. Following the termination of the war, the training program based on Job Instruction



Training principles has gone steadily on. Each newly appointed supervisor or instructor participates in the JIT program. The results seem amply to justify the

conclusion that, in the interest of better production, JIT principles of on-the-job training should be adopted by all manufacturing industries.

## CORRECTIONAL INSTITUTIONS

The following brief notes on educational programs in correctional institutions in various sections of the country are based upon information selected from reports sent in by about fifty institutions; space limitations forbid including all the material received. Arranged under three subheads: *Federal Prison System*; *State Programs*; and *Army and Navy*. The states are listed alphabetically.

### *Federal Prison System*

There are 25 adult institutions in the federal system: six penitentiaries, three reformatories for men and one for women, a medical center, nine correctional institutions (for short-term offenders), four prison camps, and one detention headquarters (jail). Since 1930, academic and vocational education, industrial training, and library services under trained personnel have been stressed in all the federal institutions. General supervision is exercised by the U. S. Bureau of Prisons. The Bureau staff includes: (1) a trained educator who supervises academic education, vocational training, and library services; (2) a supervisor of personnel training; and (3) a supervisor of industrial training.

The staff of each institution includes from one to fifteen supervisory, instructing, and library personnel, in addition to industrial and maintenance foremen and agricultural personnel who are expected to instruct as well as supervise prisoners at work. The educational program, with variations in institutions of different types and sizes, includes grade-school and high-school courses; advanced courses in academic and commercial subjects, agriculture, skilled trades, etc. (given in classroom, shop, or by cell-study correspondence lesson); on-the-job industrial training; organized recreation under trained direction; library services; and a variety of cultural activities. Much use is made of cell-study courses prepared in the federal system or obtained from universities and other sources. Educational buildings are

modern and well equipped. Since 1940, job placement services have been maintained, and during the war a large number of men not qualified for military service went directly into war industries.

Education is compulsory only for those with less than fifth-grade rating, and they must attend school one hour daily. A large percentage of the prisoners in federal institutions are enrolled in some educational activity. (See article on "Correctional Education [p. 70 ff.] for references to Airplane Mechanic School, library services, and other outstanding activities in federal institutions.)

### *State Programs*

#### *California*

The California institutions, particularly San Quentin Prison, have for many years made extensive use of correspondence courses provided gratis by the University of California. Now, by special arrangement, the correspondence work is corrected in the institutions. In recent years classroom instruction has been extended and improved under certified teachers, state adult education funds having been made available for that purpose. Some of the instructors in the correctional institutions teach also at nearby schools and colleges. The educational program as a whole is supervised by trained personnel on the staff of the State Department of Corrections. The State Department of Public Instruction and State Library Commission cooperate fully.

All prisoners pass through a diagnostic and guidance period, during which their

educational needs are determined. All education is voluntary, but fifth-grade achievement is usually considered a prerequisite for parole. San Quentin has a three-story educational building and a 20,000-volume library under a trained librarian. It offers day and night school classes and both local and university cell-study courses of all types, and on all levels. Audio-visual aids are extensively used.

The Institution for Men at Chino lacks adequate educational and shop facilities, but gets excellent instruction by using certified public school teachers from the Chino High School District. About 75 per cent of the prisoners are enrolled voluntarily in an evening high-school program. On-the-job vocational training is given in a variety of occupations. A trained librarian is in charge of the library.

The Institution for Women at Tehachapi offers academic classes under full-time teachers from the Valley Union High School, and inmates may earn high-school diplomas. Vocational training is given by the institution staff. The Kern County Library maintains a branch at the institution.

The California Vocational Institution at Lancaster, for the age group from 17 to 21 years, offers courses leading to a high-school diploma issued by the State Superintendent's office, and also various vocational courses. Accredited teachers are used. A branch of the Los Angeles County Library has been established in the institution.

### *Michigan*

The Southern Michigan Prison at Jackson, largest in the country, with 5,400 prisoners, has a staff consisting of the Director of Education and five supervisors. Industrial and vocational training-on-the-job is given by foremen, maintenance men, and farm personnel. Inmate teachers and instructors are utilized. The program includes academic courses through the high-school level (compulsory for those below eighth grade), commercial and agricultural

courses, and a variety of trade courses. State diplomas are given in each department.

At the Marquette Prison, the program follows substantially the same lines as at Jackson, but all education is voluntary. Because of the emphasis on security, greater use is made of cell-study correspondence courses obtained from university and commercial sources.

### *New Jersey*

The State Prison and reformatories for men and women have directors of education and other trained personnel. Both academic and vocational courses are provided. The reformatory for women has an unusually good program of practical training, cultural activities, and social education. The program of the Annandale Reformatory for young men suffered badly from personnel problems incident to the war but has since been reorganized.

### *New York*

The educational program in New York State as a whole is probably superior to that of any other state, with the possible exception of California. It is supervised by the Director of Education in the State Department of Correction. The programs of Elmira Reformatory and Wallkill Prison are particularly notable.

At Elmira the educational staff consists of the Director of Education; three supervisors (academic, vocational, and physical education); a guidance counselor; and 35 teachers and instructors. All personnel are under civil service. The Assignment Board determines participation in the educational program, which includes grade-school and high-school subjects, commercial courses, and related subjects. Regents examinations are given. Correspondence courses from Cornell University and other sources are offered. Audio-visual aids are used. There is an 8500-volume library under a full-time librarian.

Wallkill is an unwalled prison with

about 600 prisoners selected from the other New York prisons for vocational and general training. The warden was formerly Director of Education in the Department of Correction. Educational work is voluntary, but prisoners are strongly encouraged to participate. A varied program is carried on from 8:00 a.m. to 9:00 p.m. under licensed teachers and qualified instructors. Courses extend through high-school level. Regents examinations are held, and State accredited diplomas are granted. Advanced work is offered on the classroom or cell-study basis. Twenty-two trades are taught in the vocational program, which includes agricultural courses. The facilities include excellent classrooms and shops, a gymnasium, and a hobby shop, and the evening as well as the day program makes full use of them. In the evening program, cultural and leisure-time activities are encouraged.

The programs of the other state prisons follow the same general lines as at Wallkill, with somewhat less emphasis on evening activities and more on industrial training.

### *Pennsylvania*

The Eastern and Western Penitentiaries in Pennsylvania have trained educational directors and offer programs of academic and vocational (including agricultural and industrial) courses; recreation; and library services. Cell-study courses (university, International Correspondence Schools, etc.) are emphasized and the Rockview Branch, situated near Pennsylvania State College, has courses taught by extension faculty members. The two industrial schools for young men and the State Industrial Home for Women stress vocational training.

### *Virginia*

The Penitentiary has a director of education and vocational training and two teachers. The major emphasis is on courses for those with less than sixth-grade rating, but some advanced courses are offered. Shop

foremen give industrial and trade training. There is an 8500-volume library.

The State Industrial Farm for Women has two full-time academic teachers, and education is compulsory for illiterates. Commercial, home-economics, and high-school courses are offered by correspondence. Institution work is utilized for training.

### *Army and Navy*

The Army's Disciplinary Barracks have compulsory education for prisoners with less than a fifth-grade rating, voluntary courses through the high-school level, and a variety of vocational courses. U. S. Armed Forces Institute texts are fully used. An excellent technical manual, outlining prescribed vocational courses, has been prepared by the War Department. Adequate libraries are maintained. Educational supervision and instruction are given by commissioned officers, enlisted men, and civil service employees.

The Navy's Disciplinary Barracks and Re-Training Command have correspondence courses, remedial schools, trade schools, and well-stocked libraries. U.S.A. F.I. and Navy training courses are utilized. Commissioned officers head the programs, and petty officers and inmates are used as instructors. Education through the fifth grade is virtually mandatory.

The Army and Navy have two educational aims for their court-martial prisoners: to prepare as many as possible for restoration to active duty, and to prepare the remainder for civil life.

### CREATIVE ARTS

Arranged alphabetically by names of agencies and institutions.

AMERICAN CRAFTSMEN'S EDUCATIONAL COUNCIL, 485 Madison Avenue, New York 22, New York *Director of Administration, School for American Craftsmen, Alfred, New York*

The School for American Craftsmen is

part of the Liberal Arts College of Alfred University, at Alfred, New York.

The School gives a 22-months course, during a period of two years, in the four basic crafts of metalworking, woodwork-ing, ceramics, and textiles. Designing for the hand arts, practice in actual production, and marketing of craft articles are features of the training program.

AMERICAN HOME ECONOMICS ASSOCIATION,  
ART DIVISION, 620 Mills Bldg., Washing-  
ton 6, D. C. *Executive Secretary*

The Art Division of the American Home Economics Association was organized to coordinate the various phases of art in Home Economics. With greater emphasis on the wholesome use of leisure time, the aim of the Art Division is to promote some crafts of quality and purpose, which are creative and which give lasting satisfaction. Traveling exhibits of purchasable china, glass, and table linens of good design and color, for the home, and accessories for costumes are provided for those who do not have access to large cities where well designed articles may be studied. Suggestions of good books on art in the home and in costume selection are made to help small lending and traveling libraries stock worth-while and up-to-date books.

THE ART WORKSHOP, 80 East 11th Street,  
New York 3, New York *Director*

Established in 1929 to offer opportuni-ties to employed men and women for the creative use of their leisure time. Evening classes in painting, life drawing, sculpture, pottery, metal work, dramatics, and mod-ern dance.

CLAY CLUB SCULPTURE CENTER, 4 West 8th  
Street, New York 11, New York *Di-  
rector*

Creative workshop in the art of sculp-ture. A broad understanding of the basic problems and possibilities of design in this medium is achieved through experimenta-

tion with both materials and aesthetic ap-proach.

The organization maintains studios for working in clay, plaster, terra cotta, wood, stone, and bronze. Professional sculptors use the facilities on a cooperative basis. Students learn both from the instructor and from contact with those of mature ex-perience, much on the apprenticeship prin-ciple. Students are urged to find their own artistic personalities. All projects are indi-vidual, with no set pattern. Styles vary from realistic to abstract.

The organization also maintains a gal-ery open free to the public and devoted exclusively to the showing of sculpture.

CRAFT STUDENTS LEAGUE OF THE YWCA  
OF THE CITY OF NEW YORK, 745 10th  
Avenue, New York 19, New York *Sec-  
retary in Charge*

Offers instruction in bookbinding; cabi-net-making; design, enameling; etching; jewelry; life drawing, painting, and sketch-ing; metal work and silversmithing; pot-tery; sculpture; weaving.

When classes are not in session, the equipment is available for practice work to members of the League.

DELAWARE ART CENTER, Park Drive at  
Woodlawn Avenue, Wilmington, Dela-  
ware *Director of Educational Programs*

Offers an educational program which provides for exhibitions, classes, and lec-tures. This program is designed to promote the arts and develop creative abilities through firsthand experience. Classes are scheduled in response to specific demands and are offered for nominal fees. Here the experienced or inexperienced student, painter, businessman, craftsman, parent, or teacher may enjoy classes in paint-ing, drawing, graphic arts, and sculpture. Classes in the crafts include ceramics, sil-versmithing, weaving, bookbinding, and woodcarving. While the aim of these classes is to promote a high standard of art achievement, particular attention is

given to the individual and social needs of students. Certain students may develop along professional lines, but the greater number find, through experience in the arts, release from tensions and a chance to realize the enriched living that comes through creative self-expression.

**MONTCLAIR ART MUSEUM, ART SCHOOL, 3**  
South Mountain Avenue, Montclair,  
New Jersey *Director*

The adult art classes in the Montclair Art Museum studios are organized for the purpose of affording all students, whether or not they have had previous experience in painting, drawing, sculpture, and certain crafts, an opportunity to work in these fields under expert guidance.

The aim of the courses is to acquaint the student, with many of the fundamentals of art and, through varying points of view, to help him to develop his own artistic discernment and establish a foundation upon which he can further his own growth along lines best suited to him individually. A creative and non-imitational attitude is constantly fostered. The facilities of the Museum library and galleries are convenient for the use of the student.

**MUSEUM OF FINE ARTS, 407 James Street,**  
Syracuse 3, New York *Director*

Conducts classes in fine arts and crafts in cooperation with Adult Education Program of Syracuse Board of Education.

**MUSEUM OF MODERN ART, 11 West 43rd**  
Street, New York 19, New York *Secretary*

In a class for adults, "Understanding Modern Painting by Painting," modern painting is studied through lectures, discussions, and exercises in various media.

**PENLAND SCHOOL OF HANDICRAFTS, Pen-**  
land, North Carolina *Director*

A school teaching a great variety of craft techniques: hand weaving; art metal and jewelry; pottery; lapidary art; and very

many others—almost any craft one might mention. Students may be of any age, any background, any degree or kind of previous training. One may receive training for professional use, for personal satisfaction, or for college credit, as he wishes. He may take as many subjects as he likes, advance as far as he likes, go at his own pace. In the classes may be found, side by side, professional craftsmen, college presidents, housewives, students of art. Penland is truly a peoples' school. Foreign governments send students to the school to learn of the crafts culture of our country.

**PHILADELPHIA ART ALLIANCE, 251 South**  
18th Street, Philadelphia, Pennsylvania  
*Executive Director*

Further the arts of music, drama, painting, sculpture, dancing, interior decoration, literature, industrial design, crafts, and other arts by free exhibitions, lectures, musicales. Sponsors the American National Theatre and Academy.

**SAMUEL S. FLEISHER ART MEMORIAL, 719**  
Catharine Street, Philadelphia, Pennsylvania *Director*

Classes in drawing, painting, sculpture. Free to everyone regardless of age, sex, creed or color. Adult classes Monday through Friday 7 to 9:30 p.m., October 1st to May 1st.

**SAN LUIS INSTITUTE OF ARTS AND CRAFTS,**  
Adams State College, San Luis, Colorado  
*Director*

At the San Luis Institute of Arts and Crafts, which is a division of Adams State College, adults are included in the Art Club. This club gives opportunity for expression in various forms of art and in crafts. Some of the crafts now claiming the attention of the members are weaving, leather work, metal work, wood-working, wood-turning, and chip-carving. An exhibit is conducted at the Institute once each year.

UNIVERSAL SCHOOL OF HANDICRAFTS, 221 West 57th Street, New York 19, New York *Director*

Established in 1935, in recognition of the truth that every well-balanced life should include some form of creative expression strongly appealing to the individual. Its courses offer opportunities for work in more than fifty different arts and crafts. Its student body is unrestricted by age, sex, color, special aptitude, or previous training. Students are handled in small groups to ensure adequate individual attention.

Universal offers something rare in educational philosophy—the desire to help the individual to discover his own ability, to express his creative urge at its best, to meet his creative self.

VERMONT STATE DEPARTMENT OF EDUCATION, ARTS & CRAFTS DIVISION, Montpelier, Vermont *Director of Division*

An Arts and Crafts Service, which operates within the Department of Education, provides for three groups: (1) adult craftsmen; (2) school officials, teachers, and community leaders; (3) the general public.

When requested, the Service is prepared to advise craftsmen regarding design and color; workmanship; acquirement and use of proper materials; styling and pricing of articles, and other details of marketing procedure. Many craftsmen live where it is difficult for them to join instruction groups to discuss common problems. Through home visits, correspondence, and the circularization of illustrative material and books, the Director attempts to assist these people. The professional service is adapted to the needs of each craftsman, and frequently deals with a general art background as well as with specific subjects and techniques.

### FAMILY LIFE EDUCATION

Arranged alphabetically by names of agencies under three subheads: *Private*

*Agencies, Public Agencies, Universities and Colleges.*

#### *Private Agencies*

AMERICAN HOME ECONOMICS ASSOCIATION, 620 Mills Building, Washington 6, D. C. *Executive Secretary*

Organized in 1908, its purpose being "the development and promotion of standards of home and family life that will best further individual and social welfare." Its program of work stresses the importance of the family as the basic unit of community, state, national, and international life, and promotes concern with the permanent values of home and family life.

Official publication, *Journal of Home Economics*, published monthly except July and August. Full list of other publications furnished on request.

AMERICAN INSTITUTE OF FAMILY RELATIONS, 607 S. Hill Street, Los Angeles 14, California *Secretary*

Organized during 1929, the Institute attempts to make available to the American public all the existing information that would promote successful marriage and parenthood. Its activities are grouped under three heads:

(1) *Public education*, conducted by means of lecture-discussions in colleges and universities, in high schools, and before clubs and organizations of many different types. The Institute finds the all-day conference the most satisfactory vehicle for adult education.

(2) *Personal service*: (a) for those about to marry, a counseling service designed to help them make their marriage a success; (b) for married couples who are in difficulties, a service that helps them to understand and work out their problems.

(3) *Research*, including intensive study of facts relating to marriage, divorce, and remarriage in Los Angeles County; also the collecting of solid facts on many different phases of family relations.

AMERICAN SOCIAL HYGIENE ASSOCIATION, 1790 Broadway, New York 19, New York *Director, Division of Educational Services*

A voluntary, nonprofit agency, founded in 1913. Education for Family Living has always been one of its chief interests and is now its field of major emphasis.

The program is intended: (1) To develop, by experiments, demonstrations, and studies, a broad basic policy regarding Family Life Education; (2) get this policy adopted as rapidly as possible by state and local boards of education, with legal support if necessary; (3) promote and participate in special training of professional personnel through formal courses, institutes and workshops; (4) develop, produce, and distribute suitable instructional materials, including visual aids; (5) cooperate with other agencies in promoting adult study and discussion groups in Family Life Education.

ASSOCIATED WOMEN OF THE AMERICAN FARM BUREAU FEDERATION, 58 E. Washington Street, Chicago 2, Illinois *Administrative Director*

Major objective of the organization is "the development of a full and satisfying life for rural people." The attitude toward family life education was clearly and explicitly stated in a Resolution adopted at the 11th Annual Meeting in December, 1945. The Resolution reads in part as follows:

"The foundation of a country is the home and the family. Since the rural home produces the largest percentage of the children of the nation, it becomes the training ground for most of the citizens of our country . . . We recommend to farm women further study of family relations, child training and parent education in rural communities."

Women's participation in the affairs of the American Farm Bureau Federation was first officially recognized in the pro-

gram of work adopted at the Annual Meeting of the Federation December, 1920. A Home and Community Department was established in 1926. This Department was expanded into the present association, with the status of an Affiliate Organization, in 1934.

ASSOCIATION FOR FAMILY LIVING, 209 S. State Street, Chicago 4, Illinois *Director*

Established in 1925. Seeks to develop knowledge and attitudes that make for more effective living in the family and in the community. The staff conducts informal discussions on marriage, parent-child relationships, and family life, for groups in churches, schools, and settlements and at Association headquarters. Individual counseling on problems of premarital adjustment and family living is carried on through the Association's Family Consultation Service. Training is made available for leaders of discussion groups and for professional workers. Library and publication services provide carefully selected books, pamphlets, bibliographies, and program aids.

CAROLINE ZACHRY INSTITUTE, 17 East 96th Street, New York 28, New York *Director*

Provides two kinds of services directed to parents and families: (1) *Consultation Service*, which offers special assistance to children who have learning difficulties or other school problems; (2) *Parents' Counseling Service*, available to parents seeking advice on parent-child relations. Operates through experienced counselors working under supervision of a psychiatrist. Whenever possible, the Institute counselor works closely with the school that the child attends.

CENTRAL CONFERENCE OF AMERICAN RABBIS, COMMITTEE ON MARRIAGE, THE FAMILY AND THE HOME, 1209 Cherry Street, Vicksburg, Mississippi *Chairman*

The Committee was established in 1936,



with a mandate to "organize a program of education that will aid the Conference members in their efforts to safeguard marriage, to conserve the family, and to translate into social conduct the highest ideals of marriage and family life developed through the experience of the people of Israel."

The Committee keeps the Conference membership (rabbi of Reform Judaism) informed of publications and developments relating to marriage and family life; promotes congregational institutes and study classes on these subjects; sets standards for premarital counseling; helps to establish counseling centers; and cooperates with major national agencies working in the field of Family Life Education and welfare.

CHILD STUDY ASSOCIATION OF AMERICA, 221 West 57th Street, New York 19, New York *Director*

Works for better family life in all its phases and for a deeper understanding of childhood. Deals with normal problems of children and families, emphasizing the prevention of personality difficulties. Interprets for parents, and professional workers the soundest findings of pediatrics, psychiatry, psychology, and education, with practical application to the everyday problems of childhood and of family and community life. Activities include: study groups; lectures and conferences; training of leaders; family counseling service; library; speakers' bureau; publication of books, pamphlets, bibliographies, and reading lists for parents, teachers, and children. Publishes a quarterly journal, *Child Life*.

COMMISSION ON MARRIAGE AND THE HOME, FEDERAL COUNCIL OF THE CHURCHES OF CHRIST IN AMERICA, 297 Fourth Avenue, New York, New York *Secretary*

Cooperates with denominational and interdenominational offices, church councils, ministerial associations, and with many social and educational organizations, in the promotion and improvement of confer-

ences and study programs on problems of marriage and the home. Has actively encouraged the observance of "Family Week" throughout the nation. Carries on an extensive publishing program.

GENERAL FEDERATION OF WOMEN'S CLUBS, 1734 N Street, N.W., Washington 6, D. C. *Chairman, American Home Department*

Family life and home management have been among the major interests of the General Federation of Women's Clubs since it was founded in 1890. The aim of the Federation in this field has been to strengthen the home through emphasis on the importance of homemaking as a vocation. To further this aim, the Federation provides guidance and materials for club programs in such subjects as parental education, parent-child relationships, religious training and character building for children, nutrition, efficient management of the home and of household finances. Since 1944, this phase of the General Federation's activity has been part of a broader program, "Youth Conservation."

MERRILL-PALMER SCHOOL, 71 East Ferry, Detroit 2, Michigan *Director*

A private school concerned primarily with leadership training in the field of Family Life Education, including child development. Conducts a limited family counseling service for families in Detroit. Does a great deal of adult work with parent-education agencies and with young people's groups conducting premarital education programs.

MICHIGAN CONGRESS OF PARENTS AND TEACHERS, 510 Washington Avenue, N., Lansing 15, Michigan *President*

Keeps closely in touch with local parent-teacher associations. Helps these local groups by providing them with plans of work, program suggestions, notes on available printed materials. In cooperation with the Extension Service of the University of

Michigan, conducts annually a Parent Education Institute. All local associations are invited to attend and participate in the institute program.

**NATIONAL CATHOLIC WELFARE CONFERENCE**, Family Life Bureau, 1312 Massachusetts Avenue, N.W., Washington 5, D. C. *Director*

Promotes a program of parent education, inspired by the encyclical of Pope Pius XI on *The Christian Education of Youth*. Interest extends to all phases of child care in the home—physical, mental and moral, emotional, social and religious. Promotes the program through the press, the parish, discussion clubs and other agencies. Uses as standard text *Parent and Child*, by the Rev. Edgar Schmiedeler and Rose McDonough (250 pages); also booklets and study-club brochures, prepared by the Bureau.

**NATIONAL COMMITTEE ON HOMEMAKER SERVICE**, 154 East 45th Street, New York 17, New York *Chairman*

Homemaker Services are operated in many communities, and by a variety of social agencies. Their fundamental purpose is to maintain the family unit during a period when the mother of the family is absent or incapacitated. The general practice in the training of homemakers has been to rely upon a combination of individual conferences and periodic group meetings. Training in home-management, nutrition, child care, and behavior problems is considered more important than instruction in housekeeping tasks. Training on the job has proved to be most valuable, as well as most practicable.

The National Committee on Homemaker Service was formed in 1939 under the auspices of the Children's Bureau. The Committee is made up of representatives of social agencies that conduct Homemaker Services; it operates as a clearinghouse in the field, arranges conferences, and helps to set up and maintain standards of training and service.

**NATIONAL CONFERENCE ON FAMILY RELATIONS**, 1126 East 59th Street, Chicago 37, Illinois *Executive Secretary*

Organized in 1938 to bring together in one organization the leaders in research, teaching, guidance, and other professional services in the field of marriage and family living.

Encourages the holding of national, regional, state, and local conferences. Conducts surveys that reveal what is being done in the schools, colleges, and community programs of education for marriage and family life. Publishes and distributes materials to hundreds of thousands of leaders of such educational programs each year. Also publishes an official journal, *Marriage and Family Living*, which serves as a clearinghouse of professional practice and thinking.

Membership is open to persons with a professional interest in strengthening marriage and family life.

**NATIONAL CONGRESS OF COLORED PARENTS AND TEACHERS**, 123 S. Queen Street, Dover, Delaware *President*

Promotes an intensive study program on problems of family living, believing that national well-being depends upon wise, intelligent handling of these problems. The program is under the supervision of the National Chairman of Parent Education and Home and Family Life. Each state has a similar officer, and each local group as well. Program is effected through study courses, workshops, forums, panel discussions, radio listening groups, seminars. Special training courses are provided for leaders. Subjects emphasized include: health, school education, character development, juvenile protection, recreation, safety, world citizenship.

**NATIONAL CONGRESS OF PARENTS AND TEACHERS**, 600 S. Michigan Boulevard, Chicago, Illinois *Director of Office*

The broad program of the National Congress, often known as the PTA, seeks to

advance all phases of education affecting the welfare of young people. Parent education has been one of the major interests of the Congress since its founding in 1897. The twin subjects of "parent education" and "home and family life" have been strongly stressed in recent programs.

The parent-education, family-life program is carried on in regular monthly meetings, small study groups, special conferences and institutes, through short courses at colleges and universities, the inclusion of a unit of study on the parent-teacher organization in the curricula of teacher-training institutions, and the distribution of radio scripts based on current study courses.

An extensive publications program includes books, leaflets, pamphlets. The official PTA magazine, *National Parent-Teacher*, publishes annually two series of articles, one on child guidance and another on family relationships.

NATIONAL COUNCIL OF CATHOLIC WOMEN,  
NATIONAL COMMITTEE ON FAMILY AND  
PARENT EDUCATION, 1312 Massachusetts  
Avenue, N.W., Washington 5, D. C.  
*Executive Secretary*

The National Committee cooperates with diocesan, deanery, and parish council committees on Family and Parent Education. To focus attention on family life and to educate for Christian family living, the national and diocesan council conventions hold sessions on the family; national officers participate in family life meetings, both national and local; the teachings of the Holy Father and the Bishops on marriage and family life, and the findings of experts in the family life field are disseminated to parents and young people contemplating marriage.

Diocesan, deanery, and parish council committees on Family and Parent Education provide programs on family life through conventions, institutes, lectures, discussions, and marriage forums for

youth. Reading lists on family life are distributed.

NATIONAL FEDERATION OF TEMPLE SISTERHOODS, CHILD STUDY AND PARENT EDUCATION COMMITTEE, Nashville 5, Tennessee  
*Chairman of Committee*

National Federation organized in hundreds of cities throughout the United States and in six foreign countries, with an aggregate membership of more than 65,000 Jewish women. Child Study and Parent Education Committee promotes family life education and religious training for adults. Prepares and distributes study materials and also disseminates reading matter published by such agencies as the U. S. Children's Bureau.

THE NATIONAL GRANGE, 744 Jackson Place,  
N.W., Washington 6, D. C. *Master*

Organized in 1867, the Grange adopted as its basic motto: "To educate and elevate the American farmer." Thousands of local Grange units, distributed through nearly all the states, hold bi-weekly meetings. Membership comprises entire families, fathers, mothers, sons, and daughters on equal footing.

The Grange cooperates with the church, the school, and all other institutions that strive to promote better living. The Grange was a pioneer in establishing practical methods of better homemaking, and it enlists the united energies of farm women.

The *National Grange Monthly*, official magazine of the organization, is published in Springfield, Massachusetts.

NATIONAL KINDERGARTEN ASSOCIATION, 8  
West 40th Street, New York 18, New  
York *Executive Secretary*

Issues weekly articles on Home Education which are free to the press and to Home Demonstration and Extension Agents of the U. S. Department of Agriculture. These articles, started in 1917 in cooperation with the U. S. Department of Education, and continued by the Associa-

tion without that assistance since 1919, deal with the behavior problems of boys and girls including adolescents. The aggregate circulation of the publications, in the United States and foreign countries, which print these articles is many millions.

NATIONAL RESEARCH COUNCIL, COMMITTEE ON CHILD DEVELOPMENT, AND THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT, 2101 Constitution Avenue, Washington 10, D. C. *Chairman*

The Committee and the Society for Research, functioning as one agency, publish three yearly journals: (1) *Child Development Abstracts and Bibliography*; (2) *Child Development*; (3) *Monographs of the Society for Research in Child Development*.

Through these publications, and through conferences, the results of research into all phases of child and adolescent development are made available.

NATIONAL URBAN LEAGUE, 1133 Broadway, New York 10, New York *Executive Secretary*

Through its local affiliates in major cities throughout the country, the National Urban League is constantly advising with local agencies, as well as directly with the U. S. Children's Bureau, on ways of meeting the service needs of Negro families. Many Urban Leagues, such as those in Chicago, St. Louis, Gary, and Pittsburgh have established neighborhood departments which organize Negro families under local leadership for the improvement of conditions inside and outside the home as they affect family life and growth.

In its general and specific approach to problems of family life, the National Urban League takes the position that, while the Negro has had to cope with the same problems that plague the average white person, these problems are intensified for him by the operation of racial prejudice and discrimination. Therefore, the Urban League moves to reduce odds against the

Negro and to promote a more cooperative spirit between white and Negro leadership in the community at large.

UNITED COUNCIL OF CHURCH WOMEN, DEPARTMENT OF CHRISTIAN SOCIAL RELATIONS, 156 Fifth Avenue, New York 10, New York *Associate Secretary*

Program includes education for Christian family life, which is carried on by: (1) promotion of pertinent printed materials; (2) cooperation with the Christian Family Life Program of International Council of Religious Education and the Federal Council of Churches; (3) publication of special programs on Christian Family Life and other subjects.

WOMAN'S FOUNDATION, 10 East 40th Street, New York 16, New York *Assistant to the President*

A tax-free, nonprofit organization, incorporated in 1942. Conducts a program of study and research in problems of the American home and the American woman—problems of a practical, educational, cultural, moral, and religious nature, which vitally affect American life. Helps to coordinate the work of groups that are trying to solve these problems. Disseminates knowledge of tested solutions. Publications include the following reports: (1) *The Road to Community Reorganization*, (2) *Doorways to Religion in Family Living*, (3) *The Place of the Family in American Life*, (4) *Gainfully Employed Women and the Home*, (5) *Improved Family Living Through Improved Housing*, (6) *Women's Opportunities and Responsibilities in Citizenship*.

#### *Public Agencies*

ASHEVILLE CITY SCHOOLS, FAMILY LIFE COMMUNITY PROGRAM, Asheville, North Carolina *Coordinator*

Organized in 1944, with financial aid from the U. S. Office of Education, to coordinate all efforts in the community for

education designed to improve family life. Formed a city-wide Family Life Council, with members representing schools, churches and synagogues, social work agencies, civic and community clubs, and departments of the city government. Activities include the holding of discussion meetings, institutes, lay leadership courses, study courses for PTA groups and others, etc.

**KANSAS CITY PUBLIC SCHOOLS, DEPARTMENT OF FAMILY LIFE EDUCATION, 4423 Olive Street, Kansas City 4, Missouri**  
*Director, Family Life Education*

Organized to serve parents, teachers, community agencies, and others interested in child rearing, mental health, family relationships, home-community relationships, and home management.

Department, itself, organizes very few classes. Almost all projects organized by sponsoring groups. Sponsoring groups assume responsibility for promotion, publicity, financing, providing meeting place. Every program planned specifically for community concerned.

Group discussion is basic method of instruction. Observation of children, in the schoolroom, at home, in public places, encouraged. Reading of books, pamphlets, magazines is stressed. Films and exhibits used.

Only specially trained teachers and leaders engaged. In-service training of parent education leaders an outstanding feature of program.

**MONTANA CONGRESS OF PARENTS AND TEACHERS, 311 First National Bank Building, Missoula, Montana** *State President*

Program includes Parent Education, Home and Family Life, Child Health, Mental Health, Hygiene, Nutrition, Safety, Needs of the Schools, etc.

**NEW HANOVER COUNTY PUBLIC SCHOOLS, FAMILY LIFE COMMUNITY PROGRAM,**

**Wilmington, North Carolina** *Coordinator*

Aims to be an integral part of all organized effort in New Hanover County to educate for family living. Activities arise from expressed desires of the people of a community. Though called a "Program," is not an official or separate program, has no fixed plan, offers no panacea for the ills of the family. Supplements and offers direction for groups seriously interested in education for family living. Believes that this phase of the learning process is "caught" rather than "taught." Makes books, magazines, pamphlets, program material, exhibits, and personnel available to all interested groups.

**PASADENA CITY SCHOOLS, FAMILY LIFE EDUCATION PROGRAM, 320 East Walnut Street, Pasadena, California** *Director, Education for Women*

Organized in 1929, when Board of Education employed full-time leader in parent education; program continually growing and staff increasing.

Major emphasis upon growth and development in early childhood, but broad curriculum affects practice in families long after children enter school. Approximately seven hundred mothers participate in this program each year.

Laboratory method used. Mothers bring children to school, park, or other convenient public place one morning each week. School provides toys and other equipment. Leader directs children's activities; helps parents to learn to observe and record observations; conducts discussions; suggests helpful reading and possible methods of attack upon specific problems. After six months or a year, each mother, using her records, which have been examined by the leaders, compiles a developmental description of her child.

Social and economic conditions have stimulated public school interest in family life problems. Indications that education for home and family life will become in-

regal part of many public school courses in near future.

PHILADELPHIA, SCHOOL DISTRICT OF, DIVISION OF SCHOOL EXTENSION AND DEPARTMENT OF ADULT EDUCATION, Parkway at 21st Street, Philadelphia 3, Pennsylvania  
*Director, Division of School Extension*

*Homemaking Consultant Service*—A program designed to help people help themselves. The consultants visit homes and assist families in solving their own problems, whether housing, child care, landlord trouble, sanitation, budget-making, cleanliness, or whatever. The aim is to help people build up desires and attitudes and "know-how," not to do things for them.

*We—the Parents* is a series of ten lecture-discussions, using child-welfare experts, psychologists, physicians, and court representatives for the presentation of factual background. Purpose of the series is to acquaint parents, and all other adults interested in youth, with principles underlying the rearing of children. Classes meet one night a week.

Weekly classes open to both parents are conducted in a great many district schools. In-service training is provided for teachers of these classes.

TOLEDO PUBLIC SCHOOLS, ASSOCIATION FOR FAMILY LIFE EDUCATION, 1916 Vermont Avenue, Toledo 10, Ohio *Co-ordinator*

Toledo was among the first cities in the United States to offer courses in "Domestic Science," as homemaking was called in 1900, when it was introduced into the schools. In 1939, Toledo was one of four cities invited by the U. S. Office of Education to participate in an experimental program of community organization for family life education. A Family Life Education Council was formed. In 1944, the name of the Council was changed to Association for Family Life Education.

With a growing membership, the Association not only coordinates the offerings of

schools, churches, social agencies, etc., but also offers an extensive service program of its own. This program includes study groups and discussion sequences, consultation on individual problems, leadership training, field trips, program planning, study materials, and many other services.

U. S. DEPARTMENT OF AGRICULTURE, EXTENSION SERVICE, Washington 25, D. C.  
*Extension Specialist in Parent Education*

Program of education for family life, addressed to rural people, attracts many adults in small cities and towns. Is part of over-all program of homemaking education carried on in nearly every county in the United States. Areas covered are family relationships, parent education, and preparation for marriage, and marriage adjustments. Instructional subject matter is prepared in Federal and State Extension offices by specialists who train home demonstration agents and assist them with the training of local leaders. In recent years, program emphasis has been on emotional development and maturity, successful marriage, and the problems of older people.

U. S. DEPARTMENT OF LABOR, WOMEN'S BUREAU, Washington 25, D. C. *Chief, Public Service & Editorial Division*

The Bureau is concerned with promoting the interests of women workers, not only as wage earners, but also as homemakers and mothers. Unless efforts are made to safeguard women workers' health, there will be serious repercussions on family and race. Unless women needing jobs are assured steady employment, with remuneration sufficient for a well-rounded existence, not only their own welfare but frequently that of their families, too, is undermined. The work of the Bureau in stressing the economic, social, and health factors of women's employment is, therefore, of vital importance in the education program for family living.

UTAH, STATE DEPARTMENT OF PUBLIC INSTRUCTION, HOME ECONOMICS DIVISION, State Capitol, Salt Lake City, Utah  
*Consultant, Family Life Education*

Utah's program in Family Life Education for Adults is financed by State and Federal vocational funds. It is grounded on the belief that family experience is the most powerful force in shaping personality and developing human values.

The following activities are regular parts of the total program: (1) classes and study groups, (2) family life institutes, (3) community programs in home and family life education, (4) family service centers, (5) the study group program of the Utah Congress of Parents and Teachers, (6) workshops for parents and adult leaders, (7) teacher training, (8) cooperative activities with organizations and agencies having programs that contribute to the betterment of family life, (9) consultant services to individuals and organizations.

#### *Universities and Colleges*

CORNELL UNIVERSITY, GRADUATE SCHOOL AND COLLEGE OF HOME ECONOMICS, Ithaca, New York *Head, Department of Home Economics Education*

Course in Adult Homemaking Education, for teachers, nutritionists, extension agents, health and social workers, and other leaders in homemaking education. Deals with philosophy, organization, administration program planning promotion, leadership, teaching methods, and evaluation of adult programs. Given in regular Fall and Spring semesters and as a six-weeks course in Summer session.

Advanced course in Adult Homemaking Education provides opportunities for experimentation with a variety of teaching methods and materials suited to adults—home visits, discussion, radio, films, printed materials, etc. Given in Fall or Spring semester.

Graduate course in Family Life Education in Community Programs, designed for

teachers, supervisors, and others who participate in parent education or other adult educational programs of family living. Given in Summer session.

HOWARD UNIVERSITY, DEPARTMENT OF HOME ECONOMICS, Washington 1, D. C.  
*Dean, Department of Home Economics*

Offers during the regular term, and in evening and summer schools, special programs and workshops, designed to help men and women in the art and science of homemaking and in full community cooperation. Special attention is given to ways and means of guiding young children and adolescents. Each summer, the Department conducts a workshop in Parent Education and Child Development.

IOWA STATE UNIVERSITY, CHILD WELFARE RESEARCH STATION, Iowa City, Iowa  
*Director*

Work of the Station consists of (1) a demonstration service program and (2) a research program.

Demonstration service program carried on cooperatively with Extension Division of University; is state-wide; operates on several levels, (a) sets up demonstration groups to lay groundwork, (b) conducts training courses for leaders, (c) suggests and prepares suitable materials, (d) conducts radio program to give further assistance to study discussion groups.

Research program seeks to develop improved materials of all types—printed, audio-visual, etc.—and tests relative effectiveness of methods and teaching procedures. One section is given over to analysis of child-development materials communicated through mass media—print, radio, motion picture. Another section is devoted to possibilities of laying a foundation in the understanding of human behavior and development at the school level.

MINNESOTA, UNIVERSITY OF, INSTITUTE OF CHILD WELFARE, Minneapolis 14, Minnesota  
*Director*

The Institute offers study groups and

lectures covering a wide variety of topics centered in the training of children, parent-child relations, and the relations of parents to each other. These study groups and lectures are made available under the sponsorship of agencies such as parent-teacher associations, churches, social agencies, clubs, etc. Trained leadership is provided by the Institute.

In cooperation with the University Extension Division, the Institute offers for extension students classes in the fields of child development and parent education, similar to the classes offered during the academic year on the campus.

The Institute also offers advanced training for persons preparing to enter the field of parent education.

OKLAHOMA, UNIVERSITY OF, FAMILY LIFE INSTITUTE, Norman, Oklahoma *Director of the Institute*

The Institute does not set up or sponsor groups of its own but, instead, works with and through organizations that offer family-life education as a part of their programs.

Conducts a Family Life Radio Forum and stimulates group listening and study by providing a "Guide for Listening and Discussion."

To encourage reading by parents, promotes the establishment of a Parents' Bookshelf, wherever possible, in public libraries, schools, churches.

Advocates and helps to set up, for parents of preschool children, special sections of the Parent Teacher Association.

VASSAR COLLEGE, SUMMER INSTITUTE FOR FAMILY AND COMMUNITY LIVING, Poughkeepsie, New York *Director*

Provides programs of study for parents and for teachers and other professional workers. Subjects offered include child psychology, guidance, family relationships, economics and techniques of household management, nutrition, etc. Work is carried on in groups or seminars. Students in

each of these groups help select the particular combination of subjects and problems that best meet their interests and needs. A school open to children between two and eleven years of age, whose parents are enrolled in the Institute, is an integral part of the adult program and provides opportunity for observation of, and participation in, a program designed for children in different age groups.

### FOREIGN BORN, EDUCATION OF THE

Arranged alphabetically by names of agencies. For notes on other programs in this field, consult the Index under the heading, "Foreign Born."

THE AMERICAN LEGION, THE AMERICANISM COMMISSION, 777 N. Meridian Street, Indianapolis 6, Indiana *Director, National Americanism Commission*

Through American Legion Posts, which reach every community in the nation, the Legion conducts schools for the education of the foreign born who are preparing themselves for American citizenship. The Legion's objective in this work has been stated as follows: "To prepare immigrant petitioners for American citizenship, thus fitting them to accept responsibilities as citizens and helping them to solve the problems of everyday life in America."

The American Legion is making every effort to educate our foreign born in American ideals and customs and to teach them to respect and honor our form of government. The Legion encourages the foreign born to become citizens of the United States and strives to impress upon them the importance of the duties and responsibilities as well as the opportunities, of citizenship.

COMMITTEE FOR REFUGEE EDUCATION, 254 4th Avenue, New York 10, New York *Executive Secretary*

Organized in 1939, under the leadership



of the New York Adult Education Council, in order to provide informal classes in which refugees from war-torn Europe might gain knowledge of our country—its language, ideals, traditions, history, and customs—under the sympathetic guidance of American teachers. Obviously, the first need of the newcomers was to learn English, particularly idiomatic, conversational English.

The Committee engaged a small professional and office staff, whose duty it was to recruit and train qualified volunteer leaders, publicize the classes, find meeting places for them, and provide suitable teaching materials.

Over the years since 1939, thousands of refugees and displaced persons have eagerly attended these small, informal study-groups, and several hundred volunteers have served as teachers. The teaching done by many of them, even of those who have had little training or experience in the field of adult education, has been surprisingly good. The students are interesting and appealing. Most of them are of middle age, or older; few of them are under thirty. They come from several different European countries. Many have a good knowledge of a number of languages, the native language of the majority being German. The average length of their previous schooling is ten years. The eagerness that these men and women show for the instruction they are given makes the teaching period a rewarding intellectual experience for both teachers and students.

NATIONAL COUNCIL ON NATURALIZATION  
AND CITIZENSHIP, 1775 Broadway, New  
York 19, New York *Secretary*

The National Council coordinates the activities of over fifty national, state-wide, and local organizations, and of many individual experts, concerned with problems that relate to the naturalization of the foreign born. In the field of education for citizenship, the Council has worked to improve standards; has issued a bibliography

and other publications; and has conducted numerous conferences. It maintains a close working relationship with governmental administrative agencies and is also actively concerned with legislation in this field.

NATIONAL SOCIETY, DAUGHTERS OF THE  
AMERICAN REVOLUTION, 1720 D Street,  
N.W., Washington 6, D. C. *National  
Chairman, Americanism Committee*

The Americanism committee of the DAR has, as part of its program, the education of foreign-born men and women. Wherever an Americanism committee, in a chapter, is so located that there are foreign-born people in its vicinity, it assists in night schools and in settlement house work. There are many DAR members all over the United States who individually assist in preparing foreign-born adults for naturalization. A great deal of work is done along this line to help the foreign born to become useful and intelligent American citizens.

PRESBYTERIAN INSTITUTE OF INDUSTRIAL RE-  
LATIONS (LABOR TEMPLE), 242 East 14th  
Street, New York 3, New York *Dean*

The Labor Temple English Classes offer an individual service to adults having elementary language needs. The speaking, reading, and writing of English are taught at the beginning level and up to levels approximating eighth grade English. Some work in literature and composition is also included.

Classes are arranged to meet the needs of both the educated and uneducated foreigner and those of the illiterate or otherwise linguistically deprived American-born adult as well. Persons whose needs do not coincide with those being met in any class are taught individually.

Members of classes are grouped solely on the basis of type and grade of instruction needed, and hence are usually mixed as to language and cultural background. Attention and recognition is given in the classes

to the cultural contributions to American life made by the cultures represented.

Opportunity for social experience outside the classroom is believed to be of major importance to adults who are learning English. Such opportunity is provided by occasional extracurricular social gatherings.

### FORUMS

Arranged alphabetically by names of forums or sponsoring institutions.

**ASSOCIATED FORUMS**, 2101 South Gramercy Place, Los Angeles 7, California *Director*

Consists of seven separate forums: (1) the Parliament of Man (discusses world affairs, emphasizing political, economic, and social problems); (2) Wanderers and Wayfarers (philosophy, literature, and art); (3) the Glendale Forum (current events and characters in American History); (4) Long Beach (current events, Soviet Russia); (5) Pasadena Town Meeting; (6) Literature and Art; and (7) The World Today; all organized on same basis but specializing in different subjects; holds weekly meetings on different days during winter months and monthly meetings during summer.

**CALIFORNIA DEPARTMENT OF EDUCATION, DIVISION OF ADULT AND CONTINUATION EDUCATION**, 311 State Building, Los Angeles 12, California *Chief, Division, of Adult and Continuation Education*

More than 125 adult schools in California maintain public affairs forums, which hold from 4 to 30 or more sessions each school year. Since the war ended, most of the forums have devoted many of their programs to international issues. Internal postwar economic, political, and social problems are also discussed.

Lecturers of national reputation and faculty members from California colleges and universities are the speakers at the fo-

rum. The forums are often sponsored by local branches of such organizations as the American Association of University Women, the Parent Teacher Association, and the League of Women Voters; by the local public library; or by a community forum committee, made up of representatives of various local agencies. A question and discussion period at each forum session provides an opportunity for audience participation.

**THE COOPER UNION FORUM**, 8th Street and Astor Place, New York, New York *Director, Division of Social Philosophy*

The Great Hall, in the Foundation Building of The Cooper Union, seats an audience of 1550 persons. In accordance with the wishes of the founder, it was opened for free lectures and public meetings in 1859. Abraham Lincoln delivered his famous Cooper Union address from its platform on February 27, 1860. Since that time many of the most distinguished scholars and scientists, artists and statesmen of the New World and the Old have spoken in the Great Hall. Four generations of New Yorkers have found in its meetings an opportunity for education, and for the free and open discussion of important issues and ideas.

For forty years, The Cooper Union Forum was conducted under the joint auspices of the People's Institute and The Cooper Union. Since 1937, The Cooper Union has assumed sole responsibility, while retaining most of the procedures and principles already developed, in particular the intention to avoid mere entertainment, to pursue series of related topics, to keep discussions on a high and serious level, and to entrust them to competent authorities. Lectures usually last about fifty minutes, and are followed by a period for questions and discussion. Admission to Forum meetings is always free, and completely uncontrolled. To the interest and cooperation of the audience thus assembled has been due, in no small measure, the preser-

vation of the spirit of free speech, fair play, and earnest intellectual inquiry which are the proudest traditions of the meetings in the Great Hall.

**DES MOINES PUBLIC FORUMS, DES MOINES,**  
*Iowa Director of Adult Education, Des Moines Public Schools*

The Des Moines Forums were established to provide "Free Public Discussion of Public Affairs." They were started in the fall of 1933 by a grant from the Carnegie Corporation. They are now tax-supported, an integral part of the activities of the Department of Adult Education of the Des Moines Public Schools. John W. Studebaker, U. S. Commissioner of Education, who launched the forums while Superintendent of Schools in Des Moines, predicted their growth as follows:

"The first stage is a period of great popularity based upon novelty and the unusual publicity accorded the forums. The second period will be an interval when the novelty of the forums has faded somewhat and the more permanent foundation of real popular understanding and appreciation has not yet been fully achieved. The third period is a time of assured and permanent success, based upon a real and widespread understanding by citizens of the value of the forums as an institution for regular, systematic and widespread discussion of public issues upon a high plane of reasonableness."

The Des Moines Adult Education Council whose Executive Committee recommends all forum speakers to the Board of Education believes that the third stage has been reached. The program now includes a dozen free city-wide forums and a service of free film forums. Forum leaders, and also films and projectors are made available to varied adult groups in the city.

**THE FIRST CONGREGATIONAL CHURCH, THE SUNDAY EVENING FORUM, Lake and Kenilworth Avenue, Oak Park, Illinois Minister**

Founded for the purpose of giving edu-

cation under religious auspices. Subjects presented include: international and race relations; current labor, economic, and political problems; religion; and personal adjustment problems. The forum is in session from October through March and is supported by offerings received at the meetings. Average attendance 650.

**FORD HALL FORUM, INC., 1242 Little Building, Boston 16, Massachusetts Director**

Founded in 1909, the Forum sponsors weekly meetings Sundays from October to April. Forums feature nationally known speakers discussing social, civic, economic and religious questions. Supported by membership dues, "Ford Hall Folks" and by gifts and contributions at meetings.

**PASADENA JUNIOR COLLEGE FORUMS, 1570 East Colorado Street, Pasadena 4, California Director**

The Tuesday Evening Forum was started in 1937. It is treated as a class in adult education under the sponsorship of the Pasadena Board of Education which is reimbursed by the State of California on the basis of attendance up to 400 persons. The attendance is usually at least twice that number. The general headings "World Problems" and "Current Issues" cover most of the topics discussed.

**REED COLLEGE FORUMS, Portland 2, Oregon Chairman, Adult Education**

In the winter of 1946-47, Reed College started a series of forums dealing with national and international affairs and designed for adult audiences. The forum lecturers are drawn from the Reed College faculty. Each lecture is followed by a period of open discussion.

**REPUBLICAN OPEN FORUMS, 1638 Connecticut Avenue, N.W., Washington, D. C. Director**

The Republican Open Forums were organized in March 1946. They are intended primarily to provide rank-and-file voters

with a method of studying current controversial issues, and thus to raise the level of understanding of problems about which the party member is called upon to make decisions. Anyone who wishes may write for discussion materials and set up a Republican Open Forum. The materials consist of a Moderator's booklet, discussion outlines, and bibliography, a number of pages of carefully prepared factual background data, a Moderator's report sheet, and discussion ballots. The ballots, which are a unique feature of these Forums, are prepared in order to give the discussion participant an opportunity to record his convictions at the end of the discussion. The ballots are returned to the national headquarters of the Republican Open Forums, and results are tabulated and released to the press and radio, to influential party members, and to interested members of Congress.

Republican Open Forums are conducted as nonpartisan, impartial discussion groups. The entire emphasis is on education, investigation, and inquiry. No attempt is made to reach any conclusions which the facts do not warrant.

**SAN DIEGO OPEN FORUM, UNITARIAN CHURCH**, 4429 Arista Drive, San Diego 3, California *Director*

Meets every Sunday evening from October to June. Funds raised by subscriptions and collections. Advertises in newspapers and through monthly circulars and special letters to regular attendants.

**SECOND CONGREGATIONAL CHURCH FORUM**, 10 Holmes Avenue, Waterbury 11, Connecticut *Chairman*

Sunday evening meetings at 7:30 p.m. each Sunday evening from October 1 to May 1; a community program for all races and creeds financed by free-will offerings; topics discussed by ministers and laymen include religion, international and economic problems; major proportion of the programs are travel lectures; sends pub-

licity notices to newspapers twice each week; average attendance per meeting, 600; approximate attendance for season, 20,000.

**UNIVERSITY CONGREGATIONAL CHURCH, COUNCIL FOR SOCIAL ACTION**, Seattle, Washington *Chairman of the Council*

Conducts two series of forums. The first series deals with outstanding domestic problems currently under public discussion. Those attending the forums are provided with the names of their State Representatives and Congressmen, in order that they may, if they so desire, get in touch with these officials in regard to the matters discussed. The second series is devoted to world affairs and is designed to help Americans increase their understanding of the circumstances and points of view of other peoples before forming conclusions as to our relations with those peoples or as to how they should conduct their own affairs.

**UNIVERSITY OF WASHINGTON, COMMUNITY PROGRAM**, Seattle 5, Washington *Executive Secretary*

The University of Washington, being deeply conscious of the responsibility placed upon institutions of higher learning to bring the collective wisdom of the people to bear upon vital current issues, inaugurated in the spring of 1942 a series of community forum programs. This service was originally centered in the registrar's office, but in January, 1944, the forums became part of the program activities of the newly established Division of Adult Education. Under these auspices, the forum project has developed into a service which utilizes the full-time efforts of a number of faculty members from various departments, for from one to three appearances a day, in more than 130 communities throughout the state. The service reaches farm organizations, business and professional groups, service clubs, commercial clubs, chamber of commerce groups, study

and reading societies, graduate groups, philanthropic and religious organizations, and high school students.

The goal toward which the Community Forum Program is working is that of a widely expanded service in which faculty members will be able to spend several weeks in specific communities, conducting series of lecture classes with definite continuity and purpose.

### GROUP WORK AGENCIES

AMERICAN ASSOCIATION OF GROUP WORKERS, 134 East 56th Street, New York 22, New York *Executive Secretary*

The American Association of Group Workers evolved out of the former American Association for the Study of Group Work, which was founded in 1936. After much study and discussion, the membership approved reorganization under the present name, in April 1946.

The purposes of the present Association, as outlined in its By-Laws, are: (1) To promote association among education, recreation, and group workers; (2) to raise the standards of competence among practitioners; (3) to encourage continued study of the basic body of knowledge and skills essential to professional practice; (4) to encourage research; (5) to provide individual and corporate action on matters affecting the field of practice.

These purposes are carried out through local chapters organized to discuss, study, and act on the basic problems of the professional worker. Also, special committees deal with professional education, personnel practices, legislation, etc. These purposes are also carried out by means of the publications of the Association.

COMMITTEE ON AUTONOMOUS GROUPS, 22 East 47th Street, Apt. 12D, New York 17, New York *Secretary*

An informal association of laymen, social scientists, and community educators. Concerned with groups made up of individuals

with congenial interests and aims, determined by the groups themselves. The Committee endeavors to accumulate records of the educational, recreational, and social-planning activities of such groups; to analyze the processes natural to them; to study related developments in the social sciences and in adult education; and to disseminate its findings. The Committee publishes *Autonomous Groups Bulletin*. (For further information, write to the Secretary.)

### HEALTH EDUCATION

Arranged alphabetically by names of agencies under two subheads: *Private Agencies* and *Public Agencies*.

#### *Private Agencies*

AMERICAN HEART ASSOCIATION, 1790 Broadway, New York 19, New York *Office Secretary*

Organized in 1922 for purposes which may be broadly defined as educational. The matters upon which attention is chiefly focused include: The collection and correlation of facts relating to heart disease; the devising and application of preventive measures; the coordination of the work being done in established centers for cardiac work; the dissemination of information in regard to heart disease and the methods to be employed for its prevention and relief; and the arousing of the general public to its responsibility and opportunity to assist in the fight against heart disease.

A central office is maintained as a clearinghouse for the work of the various local and state heart associations and committees. Information on all phases of heart disease is gathered. Pamphlets and leaflets on social, economic, and medical aspects of the cardiac problems are published and distributed to all interested physicians and lay persons. Educational material is provided for meetings and exhibits. A two-day scientific meeting is held each year in conjunction with the annual session of the American Medical Association.

AMERICAN MEDICAL ASSOCIATION, 535 N. Dearborn Street, Chicago 10, Illinois  
*Secretary*

The American Medical Association is the professional organization of physicians, with component county and constituent state associations. Purposes: "The improvement of the science and art of medicine and the betterment of the public health."

In popular health education in the adult field, the Association publishes *Hygeia*, a monthly health magazine, broadcasts radio health programs on a nation-wide network, and provides local medical societies with transcribed radio features for local broadcasting. It answers more than a hundred thousand inquiries from lay persons every year. It cooperates in an advisory capacity with governmental agencies and professional and voluntary groups.

AMERICAN MUSEUM OF HEALTH, 1790 Broadway, New York 19, New York  
*Secretary*

Established, 1937. Purpose and Activities: To maintain a museum of health in the City of New York; to encourage the establishment of similar museums throughout the nation; and to provide an educational force for the dissemination of present-day scientific knowledge relating to the prevention of disease, the promotion of health, and the conservation of life.

AMERICAN NATIONAL RED CROSS, 18th and D Streets, N.W., Washington 13, D. C.

Organized in 1881, with Clara Barton as its first president. By act of Congress (1905), it was re-incorporated under government supervision. The far-flung nursing service of the organization embraces a varied educational activity; its first-aid and home-hygiene classes are constantly educating thousands of groups in special types of health work; and it carries forward a safety program with various educative aspects.

See also note under *Safety Education*, p. 451.

AMERICAN PUBLIC HEALTH ASSOCIATION, 1790 Broadway, New York 19, New York  
*Executive Secretary*

Carries on educational, informational, research, and other services designed to promote effective administration of public health services by local, state, and federal governments.

The Association is organized into 12 Sections, one of which is the Public Health Education Section. This Section is a clearinghouse for health education developments.

The Association's *Evaluation Schedule*, *Health Practice Indices*, and *Local Health Units for the Nation* are all useful in developing community understanding of, and support for, an effective community health program. The Association also publishes annually a public health bibliography.

AMERICAN SOCIAL HYGIENE ASSOCIATION, 1790 Broadway, New York 19, New York  
*Executive Director*

A national voluntary agency, incorporated in 1914. Seeks to inform the public about the national program and needed community action, particularly about community conditions which lead to sex delinquency among young people. Promotes sound sex education and training for marriage and parenthood. Strives by all means to protect and improve the American family as the basic social institution.

Promotes national program through own membership, national committees and their local branches, and voluntary agencies which include social hygiene in their programs. Works also through educational facilities of home, church, school, press, radio, stage, and motion pictures; and through direct contact with the public by letter and personal interview. Conducts special services for establishing educational and control programs in industry. Provides personnel for advice, consultation and field work including state and community sur-

veys. Distributes books, pamphlets, exhibits, films, periodicals, and other materials. Publishes *Journal of Social Hygiene*; *Social Hygiene News*.

CLEVELAND HEALTH MUSEUM, 8911 Euclid Avenue, Cleveland, Ohio *Director*

A private organization, first permanent health museum in America, opened its doors on November 13, 1940. Serves as a school for health education, with community as its classroom. A library of information with books, pamphlets, clippings, also a film department, with projectors, screen, and auditorium facilities. A research laboratory, which examines health records of the nation to determine which problems need attention. Art-science workshops create scientifically accurate models of various parts of the human body, and design exhibits which illustrate facts and teach health. Museum holds public lecture series and shows motion picture films on a regular semi-weekly schedule, but most of the learning is done from examining and operating the exhibits.

KELLOGG, W. K., FOUNDATION, 258 Champion Street, Battle Creek, Michigan  
*General Director*

Founded in 1930 to promote the health, education, and welfare of mankind, principally of children and youth, without regard to race, creed, or nationality. Among other educational enterprises that the Foundation has helped to finance is a three-year cooperative program of health education by the state departments of education and health in 24 states.

MATERNITY CENTER ASSOCIATION, 654 Madison Avenue, New York 21, New York  
*General Director*

Carries on a great many activities designed to improve maternity care by teaching the public what adequate maternity care is and why it is necessary. In the adult educational field these activities include: (1) publishing handbooks on mater-

nity care for expectant parents; (2) providing instruction in classes for expectant mothers and fathers; (3) consultation for individuals with problems related to maternity and family living; (4) publishing educational charts and posters for use with groups and for exhibit purposes.

MEDICAL INFORMATION BUREAU, 2 East 103rd Street, New York 29, New York  
*Executive Secretary*

The Medical Information Bureau of the New York Academy of Medicine was established in 1928 for the purpose of disseminating authentic medical information to the public. In fulfillment of this responsibility, the Bureau responds to inquiries received from the press, physicians, lay individuals, and business and civil organizations. In addition, the Bureau issues releases to the press on all suitable occasions. It regularly supervises and presents the Academy's popular Annual Lectures to the Laity, a series which was begun in 1935. The Bureau also sponsors and arranges, in cooperation with the voluntary and official health organizations and the Board of Education, the Academy's Health Education Conferences, which have been held annually since 1940. More recently, the Bureau inaugurated a series of Technical Lectures designed for the health educators of Greater New York.

METROPOLITAN LIFE INSURANCE COMPANY, 1 Madison Avenue, New York 10, New York  
*Manager, Group Promotional Service, Policyholders Service Bureau*

Since the organization in 1909 of its Health and Welfare Division, the Metropolitan Life Insurance Company has maintained an educational program in health and safety for its policyholders and the public. This includes the distribution of booklets, leaflets, and motion pictures; assistance in school health programs, and a national advertising campaign devoted entirely to educational messages of better health and safety.

Through its Group Insurance Division, the Metropolitan provides a program of service designed to promote the economic well-being of its policyholder companies and the health, safety, and security of their employees. For the latter, an Employee Educational Campaign is carried on by means of pamphlets, posters, leaflets, and employee magazine articles distributed on a regular monthly schedule.

NATIONAL CIO COMMUNITY SERVICES COMMITTEE, 1776 Broadway, New York 19, New York *National Director*

The National CIO Community Services Committee was set up by the national CIO Convention in Detroit in November, 1941. It has established relationships with many public and voluntary health and welfare agencies throughout the country, and it has been instrumental in obtaining labor representation and participation in community health and welfare agencies. One of its chief functions is to promote community organization to meet the health and welfare needs of the people. It publishes a monthly magazine, called *Citizen CIO*.

NATIONAL FOUNDATION FOR INFANTILE PARALYSIS, 120 Broadway, New York 5, New York *Executive Director*

The National Foundation for Infantile Paralysis was founded by Franklin Delano Roosevelt in 1938 to direct and unify the fight against infantile paralysis. Its educational program includes training of professional personnel in modern methods of treatment. This is done through grants to training centers and through scholarships to qualified candidates. Public education is furthered through lectures, publications, the press, the radio, the screen, and through correspondence with groups or individuals.

An annotated bibliography of National Foundation current publications, which are distributed without charge, will be sent upon request.

NATIONAL ORGANIZATION FOR PUBLIC HEALTH NURSING, INC., 1790 Broadway, New York 19, New York *General Director*

Founded in 1912. Its objective is the advancement of public health through development of community nursing. To accomplish this objective it functions both as a professional and as a service organization. As a professional organization, it recruits and counsels public health nurses, seeks to make sure that they have sound preparation for their work, sets standards as to desirable qualifications for their employment and satisfactory working conditions. It offers consultant service to universities and accredits university public health nursing programs of study. As a service organization it assists communities throughout the country to establish and develop coordinated and effective public health nursing service.

For its member agencies, it acts as a clearinghouse of information on current practices, collected by its statistical service and other staff members through field visits, studies, and records. Has published a number of manuals and guides on public health nursing service and education. Its monthly magazine, *Public Health Nursing* gives up-to-the-minute information and advice.

THE ROCKEFELLER FOUNDATION, 49 West 49th Street, New York 20, New York *Secretary, Office of Publications*

The Rockefeller Foundation was chartered in 1918 for the permanent purpose of "promoting the well-being of mankind throughout the world." The present program is concerned with the extension and application of knowledge in certain definite fields of the medical, natural, and social sciences; the humanities; and public health. Except to a limited extent in public health, the Foundation is not an operating organization.

The program in public health includes



research on a number of diseases, demonstrations in the control of these diseases in their environments, cooperation with governments in the organization or improvement of important services of central and local health departments, and the development of public health education.

### *Public Agencies*

ALABAMA STATE DEPARTMENT OF HEALTH,  
Montgomery *State Health Officer*

Division of Public Health Education carries on a state-wide public health education and health publicity campaign. For this purpose, it uses various publicity methods, with particular emphasis upon the radio, newspapers and films. Division includes a Film Library, which provides health films to county health departments.

ARIZONA, STATE DEPARTMENT OF HEALTH,  
Arizona State Building, Phoenix *State Superintendent of Public Health*

All health education activities of the Arizona State Department of Health are supervised by the Director of Health Education, who coordinates the health education activities of all divisions. Emphasis has been placed upon tuberculosis control, maternal and child hygiene, nutrition, sanitation, and school health. All health education media are utilized, including a complete library of audio-visual materials and publications. Certain publications on health subjects are issued by the State Department of Health. All health education programs are carried out in cooperation with the State Medical Association, State Dental Society, and the Coordinating Committee on School Health. Other organizations cooperate in specific programs.

CALIFORNIA STATE DEPARTMENT OF PUBLIC HEALTH, 760 Market Street, San Francisco 2 *Director*

The Bureau of Health Education: (1) Cooperates with other Bureaus of State Department; (2) assists local health de-

partment to improve their education programs; (3) works with organized clubs and interested individuals to improve health knowledge and practices throughout State; (4) works closely with State Department of Education in the improvement of the school health program; (5) conducts public information program in health through radio and press in answer to written inquiries; and (6) distributes educational materials such as films, pamphlets and posters.

CONNECTICUT STATE DEPARTMENT OF HEALTH, Hartford 6 *Commissioner of Health*

The Bureau of Public Health Information cooperates with other bureaus and divisions of the Connecticut State Department of Health in making use of educational methods and techniques for presenting health information to the public. On request of local organizations—professional or lay groups—speakers on public health are provided. Arrangements may be made to have the talks illustrated, speakers bringing equipment from the Department, if so desired. Weekly broadcasts, in discussion form, are given on public health subjects. Exhibit material and health films are available on request. Assistance in planning exhibits is given.

IDAHO DEPARTMENT OF PUBLIC HEALTH,  
Boise *Administrative Director*

The adult health education program is carried on largely by means of individual conferences between laymen and public health personnel; talks before adult groups; newspaper releases; pamphlets and other printed materials, distributed by the State and local departments. Radio programs have been used extensively by one local unit. Community health councils have been formed in areas served by that same unit. It is expected that in the future there will be more emphasis placed on community organization for discovering and working on health problems.

ILLINOIS DEPARTMENT OF PUBLIC HEALTH,  
Capitol Building, Springfield *Acting*  
*Chief, Division on Public Health Edu-*  
*cation*

The purposes of the Division of Public Health Education are to create a better and more widespread understanding of good health and ways of obtaining it; and to so stimulate individuals that they will translate recognized health practices, both personal and community, into terms of action.

The Division annually recruits a few carefully selected, well-qualified persons for graduate training in public health education and furthers their in-service training through field consultation service and regularly scheduled conferences upon their return to service within the State of Illinois.

It works closely with state-wide lay and professional groups in planning health programs and with other Divisions of the Department of Public Health in the preparation, production, and distribution of educational materials.

The Illinois Department of Public Health makes available: (1) pamphlets and other literature for popular and professional distribution on a variety of health topics; (2) sound and silent films and filmstrips; (3) posters and exhibits; (4) speakers and discussion leaders; (5) library facilities for professional health workers; and (6) consultation service to teachers and administrators on curriculum problems relating to health.

INDIANA STATE BOARD OF HEALTH, 1098 W.  
Michigan Street, Indianapolis 7 *State*  
*Health Commissioner*

The success of any program aimed at public improvement, whether it be one of health or in any other field, depends upon the extent of the knowledge which the general public has of the final objectives. Recognizing this fact, the State Board of Health has planned an extensive program of health education. All known and ac-

cepted methods and techniques of education are used. A library of 16mm films is maintained for use by all organizations and groups interested in health. Literature, posters, and exhibits are provided on request. The *Monthly Bulletin*, official publication of the State Board of Health, may be obtained by physicians, dentists, nurses, teachers, and others in related fields. Groups are supplied with programs and speakers on health subjects, and the services of persons professionally trained and experienced in public health education are made available to local communities that want to investigate and solve their community health problems.

KANSAS STATE BOARD OF HEALTH, Topeka  
*Secretary*

Health education is one of the important activities of the Kansas State Board of Health. The health education program is carried on by a health education coordinator and a director of health education services, with a staff which includes an artist, a writer on health education, and other specialists.

KENTUCKY STATE DEPARTMENT OF HEALTH,  
Louisville 2 *Secretary*

The Division of Health Education publishes a monthly Bulletin and conducts the following health education programs: (1) Health programs in connection with college educational workshops; (2) preschool and school health programs in cooperation with local health departments and private and public agencies; (3) general health education through the use of moving pictures, lantern slides, and public addresses.

LOUISIANA STATE DEPARTMENT OF HEALTH,  
201 Civil Courts Building, New Orleans  
7 *Assistant Director, Division of Pub-*  
*lic Health Education*

On the state level, the Department of Health and the Department of Education are cooperating in the making of policies

relative to health information given out and services rendered. As a result of a three-day health education workshop, more thought and interest have been manifested in health education throughout the State.

On the local level, an attempt has been made to pool efforts and resources for the education of people in preventive measures by fostering closer cooperation among public and private agencies and lay groups.

MICHIGAN DEPARTMENT OF HEALTH, Lansing 4 *Director, Bureau of Education*

The program of professional and lay education carried on by the Michigan Department of Health has the dual objectives of promoting effective public health services and helping to keep the people of the State constantly informed on ways of participating in these services and on conditions affecting their own health.

Staff members work in an advisory capacity with the personnel of local health departments and with members of the health professions, in the interest of a well-rounded state-wide program of health services. Professional journals are also utilized. The same method of individual and group contacts is employed to train and utilize lay leadership.

Through the usual channels of news releases, radio broadcasts, a monthly bulletin, pamphlets, posters, motion pictures, and exhibits, the Department helps to make the public aware of health hazards and happenings and of ways by which people can safeguard their personal and community health.

MINNESOTA STATE BOARD OF HEALTH, 469 State Office Building, St. Paul 1 *Director of Public Health Education*

The Director of Public Health Education correlates the educational programs of all the Divisions of the Department of Health; aids in the preparation of literature, exhibits, and other educational material; and gives talks on public health to lay and professional groups.

MISSISSIPPI STATE BOARD OF HEALTH, Old Capitol Building, Jackson 113 *Executive Officer*

A Division of Health Education and a coordinated School Health Service work together to help plan, organize, and direct the public health education program for the State; to assist in establishing and maintaining close cooperative working relationships between all agencies, official and nonofficial, which may contribute to health education in specialized and generalized fields; to aid in the preparation and selection of health education material, such as pamphlets, posters, exhibits, news releases, radio scripts, films, and the like; and to strive to integrate all health education activities on local and state levels with the larger public health program of the Mississippi State Board of Health.

MISSOURI STATE BOARD OF HEALTH, Jefferson City *State Health Commissioner*

Services rendered: (1) Field lecturers for adult groups; (2) visual education through maintaining a film library of 16mm films, slides, and sound films; (3) assimilation and dissemination of educational material such as pamphlets, posters, etc.; (4) press releases for all newspapers in the State; (5) exhibits for state or county fairs and other gatherings.

MONTANA STATE BOARD OF HEALTH, Helena *Health Education Consultant*

Health education is an important phase of the work done by each Division of the State Board of Health. The Maternal and Child Health Division offers Health Education Services for two types of positions (a) Consultant in Health Education, and (b) Field Consultant in Health Education.

NATIONAL NEGRO HEALTH MOVEMENT, Office of Negro Health Work, U. S. Public Health Service, Washington 25, D. C. *Director*

The National Negro Health Movement is a cooperative, interracial program of

official and voluntary health, welfare, educational, and civic agencies for the improvement of the health of the Negro population. It is the year-round extension and enlargement of the National Negro Health Week founded in 1915 by the late Dr. Booker T. Washington, of Tuskegee Institute. This movement is now an integral part of the Office of Negro Health Work of the U. S. Public Health Service.

Conferences, consultations, workshops, and other group activities are used as means for sharing information and experiences and for assisting the organization and development of programs in the community-at-large and in institutions and organizations which sponsor related programs.

Field service provides opportunities for contacts with interested persons and groups, observation of conditions and activities in communities, and consultation on ways and means for the solution of health problems and the promotion of health programs.

*The National Negro Health News*, is a quarterly bulletin which provides current information on health problems and programs.

NEBRASKA DEPARTMENT OF HEALTH, Lincoln 9 *Director, Public Health Education*

The Health Education Division takes responsibility for preparation and publication of news releases, and magazine and bulletin articles on health topics. It also prepares and distributes exhibit material and conducts educational film programs. It cooperates with women's clubs, service clubs, PTA groups, and other community groups in surveying their communities to discover specific health conditions that need to be remedied. It helps to conduct institutes and workshops for teacher-training groups; plans demonstration courses in public health for universities, teachers' colleges, and hospitals. Cooperates with U. S. Agricultural Extension Service in

assisting communities to organize Health Councils. Operates a Loan Packet Service, and maintains a reference library of current materials on health.

NEW JERSEY STATE DEPARTMENT OF HEALTH, Trenton 7 *Director*

The Division of Health Education works with other divisions of the State Department of Health; other departments of the state government; local health departments; nonofficial health agencies; and citizen groups throughout the State, to foster a balanced and adequate program of health education for the people of New Jersey.

NORTH CAROLINA STATE BOARD OF HEALTH, Raleigh *State Health Officer*

North Carolina has a staff of more than 20 local health educators, plus others in state and college positions who hold Master of Science degrees in public health education from approved School of Public Health. In the state-wide health education program, emphasis is being placed on expanding local health education programs, with only a minimum staff at the state level for supervision and guidance. The local programs are carried out in accordance with the policies of the local health departments where health educators are assigned. A certain number of health educators are being placed in teacher-training institutions to promote better pre-service training in health. The broad objectives of the intensified local health education program are to help people to become aware of individual and community health problems and to share responsibility for their solution.

Health education activities are also carried on by the North Carolina School-Health Coordinating Service, jointly sponsored by the State Board of Health and the State Department of Public Instruction. This staff does in-service training programs with teachers, school administrators, and local health department personnel in counties over the State requesting such a serv-

ice. The same staff conducts summer conferences for teachers and administrators at colleges in the State.

General publicity for the State Board of Health includes a weekly radio program. *The Health Bulletin*, a monthly publication, has a wide circulation throughout the State. Numerous health films and film equipment are available to public health departments through the film clerk of the State Board of Health.

**NORTH DAKOTA STATE DEPARTMENT OF HEALTH, Bismarck** *Director of Health Education*

The North Dakota State Department of Health includes a Division of Health Education. Among the duties of this Division are the conduct of necessary research and the education and instruction of the public in hygiene and sanitation.

**OKLAHOMA STATE DEPARTMENT OF HEALTH, 3400 N. Eastern Avenue, Oklahoma City** *Commissioner of Health*

The State Department of Health, through the central office and the local health departments, stresses prevention of illness rather than treatment to cure illness. This preventive program is carried on largely through clinics, school health programs, visual education, and the distribution of literature.

The Department operates on the theory that people should be educated to the point where they can and will, as individuals, follow good health habits and keep their own premises in a sanitary condition and, as members of the community, will insist that the school and community adopt and carry out a good sanitation program. The personal health program emphasizes nutrition, personal hygiene, immunization, and vaccination.

**PENNSYLVANIA STATE DEPARTMENT OF HEALTH, South Office Building, Harrisburg** *Secretary of Health*

Surveys of health needs are made avail-

able to local health units by the Division of Health Education. It promotes health instructional meetings for the laity; arranges teaching courses, health institutes, and workshops; and disseminates general health information. Radio talks and health plays are sponsored by the Division. Its visual aid section has a collection of films, slides, pamphlets, charts, and exhibits which are supplied without charge to the public upon request.

**SOUTH DAKOTA STATE BOARD OF HEALTH, State Capitol, Pierre** *Superintendent*

The Division of Public Health Education serves as a central agency for furnishing information on public health to various agencies, organizations, and schools throughout the State of South Dakota. A monthly bulletin, covering current topics of interest in the field of public health, is sent free of charge to professional people, schools, and any other citizens of South Dakota who are interested. Visual educational methods are used to supplement printed materials.

**TEXAS STATE DEPARTMENT OF HEALTH, Austin** *State Health Officer*

The Public Health Education Division of the State Department of Health conducts a community program of health education by means of radio, visual methods, newspapers, and pamphlets.

**THE UNITED STATES PUBLIC HEALTH SERVICE, Federal Security Agency, Washington 25, D. C.** *Surgeon General*

The United States Public Health Service, a unit of the Federal Security Agency, is the principal federal agency devoted to the protection of the nation's health. It was first established as the Marine Hospital Service in 1798. In July, 1944, the Public Health Service Act reorganized the Public Health Service and codified all the existing health legislation and titles of

authority into one basic law. Today, the Service is administered through four bureaus: the Office of the Surgeon General, National Institute of Health, Bureau of Medical Services, and the Bureau of State Services.

Most directly working in the field of adult education is the Division of Public Health Methods, which operates within the Office of the Surgeon General. This Division evaluates national health problems, develops methods to meet them, and disseminates health information to professional groups and to the public. Among its many activities, it conducts statistical studies in the field of health economics, including the appraisal of methods for training personnel, and also demonstrates the effectiveness of specific health education procedures. The Division itself carries on intensive programs in health education, trains health educators, and gives assistance of an educational nature to states that request such help.

VIRGINIA STATE DEPARTMENT OF HEALTH,  
State Office Building, Richmond 19  
*State Health Commissioner*

The Division of Health Education publishes monthly a four-page illustrated leaflet, *Virginia Health Bulletin*, which is sent to all physicians, dentists, and pharmacists in the State, as well as to superintendents of schools, many teachers, and interested citizens. The Division also syndicates weekly to the newspapers of Virginia a "health release" over the name of the Commissioner of Health. Subsequently, these releases are arranged in broadcasting form and are used by the majority of radio stations in Virginia in connection with an already established public service feature. In cooperation with the Bureau of Teaching Materials of the State Board of Education, the Division circulates many motion pictures. It also prepares exhibit material for use at national conventions, etc.

WASHINGTON STATE DEPARTMENT OF HEALTH, 1412 Smith Tower, Seattle  
*State Director of Health*

The function of the Public Health Education Section is to coordinate and give assistance to all sections of the State Department of Health, and to all State and local official, nonofficial, and lay organizations, in planning and organizing a health education program which will be suitable in scope and activities to meet the health needs of the people of the State of Washington.

WYOMING STATE BOARD OF HEALTH, State Capitol Building, Cheyenne  
*State Health Officer*

Maintains a special Division of Health Education. The Health Education Consultant gives consultation services and lectures to community groups upon request; assists with institutes for public health nurses, teachers, and others; helps to conduct teacher training courses; and participates in the Education Workshop at the University of Wyoming Summer School.

Source materials on health topics—books, scrapbooks, leaflets, posters, films—are lent to teachers, nurses, and other interested persons from the library of the State Department of Health. A list of loan material is available upon request.

## HOUSING

*Local Citizens' Groups*, arranged alphabetically by names of cities; *National Agencies* by agency names.

### *Local Citizens' Groups*

BALTIMORE, CITIZENS PLANNING & HOUSING ASSOCIATION, 403 Morris Building, Baltimore 1, Maryland  
*Executive Secretary*

A nonprofit organization of citizens dedicated to the betterment of housing and living conditions. Supported by its

membership and gifts from interested individuals. Conducts research, publishes reports and a monthly newsletter, and holds meetings on a wide range of problems relating to housing and planning.

BOSTON, HOUSING ASSOCIATION OF METROPOLITAN BOSTON, 7 Water Street, Boston 9, Massachusetts *Executive Director*

Aids the improvement of housing conditions in Metropolitan Boston in every practicable way. Encourages research designed to obtain better legislation or better enforcement of existing laws pertaining to housing; cooperates with other agencies in encouraging more adequate supply of decent housing both public and private. Works with community and neighborhood councils, citizens' planning groups, etc., assisting them in their educational discussions of the housing problem.

CHICAGO, METROPOLITAN HOUSING COUNCIL OF CHICAGO, 69 West Washington Street, Chicago 2, Illinois *Director*

Engages in an educational, planning, legislative, research, and public-service program. Serves as a clearinghouse for information on all housing and planning matters—a stimulating and coordinating agency working with the public and private agencies in the field.

Publishes reports on long-run and emergency problems as well as recommendations for administrative or planning or legislative action. Policy is determined by a Board of 35 Governors and implemented by standing committees of experts.

Supported entirely by private contributions; and, with the exception of a minimum staff, carries on its program entirely through volunteers.

CINCINNATI, BETTER HOUSING LEAGUE OF CINCINNATI AND HAMILTON COUNTY, 312 West 9th Street, Cincinnati 2, Ohio *Executive Secretary*

A citizens' organization whose work is directed by a Board of twenty-five mem-

bers generally representative of community thought. League members belong to various religious and racial groups, and are engaged in the professions, business, and industry.

The League's purpose is to improve housing conditions in the city and county in every possible way, to stimulate comprehensive community planning, to develop needed legislation and proper enforcement of such legislation, as it affects existing dwellings as well as new dwellings.

The League carries on a continuing campaign of education with the public and with tenants. It has a group of six Home Advisers who work in the congested areas to improve housekeeping standards of tenants, to urge proper maintenance of buildings, and to help in adjusting landlord-tenant problems.

It publishes an annual report and a monthly one-page bulletin. The League is financed by the Cincinnati Community Chest.

DETROIT, CITIZENS HOUSING AND PLANNING COUNCIL OF DETROIT, 1017 Dime Building, Detroit 26, Michigan *Executive Director*

Purposes: (1) To widen the areas of friendly understanding and cooperation among all agencies and organizations concerned with the problems of housing and planning in the metropolitan Detroit area; (2) to assist in improving the physical, moral and economic health of the entire community through programs of civic and neighborhood rehabilitation and development; (3) to promote neighborhood and civic cooperation and the better coordination of public and private agencies interested in housing and planning; (4) to stimulate and undertake research and educational programs in these fields; (5) to evaluate proposed projects and legislation; (6) to inform citizens of problems, plans, and programs in housing and to inform planning and administrative agencies of

the relevant needs and problems of citizens; (7) to assist in insuring adequate housing in well-planned communities for all the people of Detroit.

NEW YORK CITY, CITIZENS' HOUSING COUNCIL OF NEW YORK, 20 West 40th Street, New York 18, New York *Executive Director*

A nonpartisan, nonprofit, privately supported enterprise organized in 1937 to promote private and public housing, community planning, and neighborhood improvement. Devotes its efforts to informing the public and advising interested government officials concerning these objectives. Its membership is drawn from the general public, but its Board of Directors is composed of men and women who are recognized experts in housing matters, representing business, civic, social, and professional viewpoints. Publishes a monthly *Housing News*, a "Legislative Information" bulletin, and special reports based on original research on vital current issues.

PHILADELPHIA HOUSING ASSOCIATION, 1717 Sansom Street, Philadelphia 3, Pennsylvania *Managing Director*

Purpose: to improve the housing in Philadelphia, by making studies of the conditions and factors that affect the housing of the people; by advocating adequate housing and sanitary laws and their enforcement; and by bringing about the adoption of town-planning measures which promote the welfare of the home.

PITTSBURGH HOUSING ASSOCIATION, 519 Smithfield Street, Pittsburgh 22, Pennsylvania *Executive Director*

A community-chest-financed, citizens' housing agency devoted to the improvement of housing conditions within the city of Pittsburgh and the surrounding Allegheny County. Its general program is threefold: education, research, and service to individuals and other social agencies. Staff members lecture in schools and to

study groups, clubs, forums, church groups, union groups, nurses' training schools, social case-work agency staffs, etc. A limited research program is conducted, with emphasis on the social aspects of housing. As a service to the community's health and welfare agencies, a field inspection service works with municipal and state officials toward the maintenance of better standards of safety and sanitation in dwellings.

Maintains library of housing and planning literature and publishes reports of local research and inspection findings. Policy governed by volunteer board of representative citizens. Paid staff of six.

ROCHESTER, N. Y., BETTER HOUSING ASSOCIATION, 509 Exchange Building, 16 State Street, Rochester 4, New York *President*

A nonpartisan, noncommercial agency, formed in February, 1945, as a successor to the Citizens' Planning and Housing Council, with housing as its definite concern.

Knowing that the substandard areas of Rochester will remain until the community has workable plans for eliminating them, the Association maintains a policy of promoting and coordinating community concern in support of official action for appointment of a Housing Authority.

To further this program, the Association provides speakers; movies; library, research, and information services. These educational services are made available to all interested individuals and groups. Suggestions and advice tending to strengthen the local cause are often initiated by the Association and passed on to other groups for further development.

WASHINGTON, D. C., CITIZENS COUNCIL FOR COMMUNITY PLANNING, 462 Indiana Avenue, N.W., Washington, D. C. *Executive Vice President*

The Council is concerned with the physical aspects of the District of Columbia and adjacent areas which affect the welfare of



the people who live there. The Council's membership comprises affiliated local organizations and individual members. Its educational program on specific community problems and their solution is carried on through membership meetings, public conferences, mass meetings, film shows, forums, bulletins, press, and radio. The Council was formed to promote unity of program and action among many groups and individuals which had been working independently in the field. Its effectiveness in achieving this purpose has been repeatedly demonstrated.

WASHINGTON HOUSING ASSOCIATION, 1301 N Street, N.W., Washington 5, D. C.  
*Executive Vice President*

An organization to improve housing conditions in Washington, particularly among families of low income, by assuring an adequate supply of good dwellings to meet the need, and by eliminating the unfit dwellings.

Through its educational program, it informs the public in order to get cooperation for housing, zoning, and city planning to avoid future slums. Carries out its purposes by means of pamphlets, housing letter, exhibits, study groups. Cooperates with social, civic, and government agencies concerned with housing, to derive the maximum benefit for money and effort expended.

#### *National Agencies*

AMERICAN HOME ECONOMICS ASSOCIATION, Housing Division, 620 Mills Building, Washington 6, D. C. *Secretary*

The Housing Division of the American Home Economics Association has as part of its program of work the encouragement of education in housing at all age levels. To date the most vigorous program has been at the adult level. This program has developed because of the severe problems arising with acute housing shortages and building lags after the war. In addition,

there is beginning to be a consciousness of the contributions which suitable and adequate living quarters make to family life.

COMMUNITY SERVICE SOCIETY OF NEW YORK, Committee on Housing, 105 East 22 Street, New York 10, New York  
*Secretary*

Seeks to improve the living conditions of families through a program of public education, legislation, research, community cooperation, and service to families and to social agencies. Seeks to improve the administration of housing in New York City and to make such administration socially effective.

NATIONAL ASSOCIATION OF HOUSING OFFICIALS, 1313 East 60th Street, Chicago 37, Illinois *Executive Director*

Purpose: To improve the standards and practices of all phases of public administration related directly to housing by (1) exchanging information; (2) engaging in research; (3) publishing the results of studies; (4) conducting meetings, conferences and institutes; (5) bringing about consultation among officials having related housing interests; (6) collaborating with other agencies, associations, and groups both public and private, having similar or related purposes. Ultimate objective, provision of adequate housing for all the people of Chicago.

NATIONAL COMMITTEE ON HOUSING, 1 Madison Avenue, New York 10, New York *Director*

Organized in 1941 by business, trade, professional, and civic leaders to be a constructive force for solving the nation's housing and community-planning problems during the war and the postwar period, through the cooperative activity of all interests concerned. Its purpose is to appraise new methods and new approaches; to initiate studies; to evaluate and report current progress in housing and commu-

nity development; and to create public awareness, understanding and interest in this field.

A considerable number of studies and surveys have been completed; others are now under way. The Committee's regular publication, *Tomorrow's Town*, is issued monthly.

Both nationally and locally, the Committee has made possible for the first time the correlation of programs of all the interests concerned with housing and community planning. It has provided a clearinghouse for the exchange of information, and a method for avoiding unnecessary and wasteful duplication of effort in research and other activities.

NATIONAL COUNCIL OF HOUSING ASSOCIATIONS, 1301 N Street, N.W., Washington 5, D. C. *Chairman*

Purpose: To promote both public and private housing; and to encourage better regulatory housing codes and improved methods of enforcement. Council is composed of executives of citizen housing associations in Baltimore, Boston, Chicago, Cincinnati, Columbus, Detroit, Milwaukee, New York, Philadelphia, Pittsburgh, Rochester and Washington, D. C. Facilitates cooperation between the representatives of these housing associations and aids in strengthening citizen housing activity in neighboring communities.

The following agencies of the Federal Government are sources of information for study programs on Housing: Housing and Home Finance Agency; Department of Agriculture; Veterans Administration; Reconstruction Finance Corporation; Department of Labor, Bureau of Labor Statistics; and the Department of Commerce, Construction Division.

## INDIAN EDUCATION

Arranged alphabetically by names of agencies.

CHEROKEE INDIAN AGENCY, Cherokee, North Carolina *Superintendent*

The Agency sponsors a cooperative arts and crafts association, which seeks to improve the quality of native crafts and provide the sales organization. This same Agency conducted a noteworthy postwar on-the-job training program for veterans.

COLORADO RIVER AGENCY, Parker, Arizona *Superintendent*

Adult education at the Colorado River School centers mainly in a Women's Club. Because many of the men of the valley have been working at regular jobs, not too many have been able to participate in school activities.

The Women's Club is sponsored by the home economics department of the school, with the cooperation of the school principal and the agency superintendent. The purpose of the club is home and community improvement. The women have shown great interest, unusual initiative, a good community spirit, and real patriotism. Funds for carrying on the work are raised by club members through cooperative work in various projects, such as quilting, refreshment stands at school functions, and bazaars.

Plans are being developed to make the school a community center and to get as much adult participation in school activities as possible. Through these activities, it is hoped that adults will become increasingly interested in better crops, better methods of farming, fruit culture, vegetable gardening for the market and in better and more sanitary homes and living conditions.

CONSOLIDATED UTE AGENCY, Ignacio, Colorado *Superintendent*

Adult education is being carried on by the Agricultural Extension Agent and the Home Science Instructor in the Vocational School. Demonstration, with occasional field and home visits, is the method used.

**FIVE CIVILIZED TRIBES, Muskogee, Oklahoma** *Superintendent of Indian Education*

The Indian Service adult educational program for the Five Civilized Tribes is carried on through Special Indian Day Schools. These schools are distributed over a wide area and in the main are located in full-blood Indian communities where public school facilities are not available, or are inadequate.

The over-all objective is to make the day school a community-centered school, offering an adult program at least equal in importance to the classroom instruction received by the children in school. An effort is made to make the adults community-conscious and to improve their social, economic, and health standards. The activities vary from community to community, somewhat controlled by the human and natural resources of the community. An analysis of the program, school by school, would show a wide range of activities. The teacher and parents of each school community work very closely together in making the community a better place in which to live. It can be said that, in all instances, the communities have been materially improved because of the existence of the day schools and the adult program carried on in connection with these schools.

**FORT APACHE INDIAN AGENCY, Whiteriver, Arizona** *Superintendent*

The Indian Service is carrying on adult educational work in agriculture, the care of livestock, health, range management, and forest protection. The aim is to assist the Indians to be self-reliant members of the community, and since they are living in a rural area the work is principally of a rural pattern. The instruction is given largely by practical demonstrations, guidance in the home, employment under supervision, and through frequent contacts with the field workers of the Service. Great improvements in living conditions,

housing, and health have been brought about. There is still much to be done, however, and the future program will therefore probably follow the same lines as the past.

**HASKELL INSTITUTE, Lawrence, Kansas** *Superintendent*

Haskell Institute is essentially a vocational school, and most of its training is organized on a practical basis. Provision is made for students to progress as rapidly as their abilities permit. The staff includes instructors trained and experienced in working with adults. The curriculum includes training for about 20 different occupations. Special short courses or refresher courses are given when there is sufficient demand.

**MESCALERO APACHE RESERVATION, Mescalero, New Mexico** *Acting Superintendent*

The primary purpose of adult education on the Mescalero Apache Reservation is to help families make the most advantageous use of their resources in establishing themselves socially and economically in adjustment with the white and Spanish people by whom they are surrounded.

All departments of the Agency contribute, because in one sense the whole program is adult education. The various departments involved are health, extension, forestry, and schools. One member of the schools department spends full time in the various homes helping with household tasks and giving instruction in the handling of homemaking problems.

**NAVAJO SERVICE, Window Rock, Arizona** *Director of Navajo Schools*

Although Congress allows Navajo schools no funds for adult education, the local staff consider adult education for better living essential and seek ways to provide it. A few of the current accomplishments are: (1) Operating small day schools as community centers where Indians come

to use sewing machines, get first-aid, repair tools, write letters, etc.; (2) showing school exhibits throughout the year in stores in near-reservation towns, and holding programs and exhibits for parents during education week; (3) sponsoring Red Cross knitting and sewing in schools for parents, and giving non-English-speaking mothers simple instruction, through an interpreter, in home care of the sick; (4) distributing an annual report on education written in a style that can be readily translated into Navajo.

PINE RIDGE AGENCY, Pine Ridge, South Dakota *Principal of Education*

On the Pine Ridge Reservation, adult education is carried on by all the departments—education, extension, health, welfare, soil conservation, and rehabilitation. The programs of these departments include many different kinds of activities: short courses in agriculture; cooperatives; land-use programs; irrigation projects; community gardens; and community clubs for child care, cooking, home-improvement, etc. There are also community committees—school program, welfare, recreation, etc. Virtually all adults are reached through the departments and share in their activities. After the war, on-the-job training for veterans was added to the adult educational program.

ROSEBUD INDIAN AGENCY, Rosebud, South Dakota *Superintendent*

An adult education program has been carried on in some 20 communities for the Indians of the Rosebud jurisdiction since 1937. In general, a meeting is held with each of these communities every two weeks from October through April. One meeting is scheduled as a discussion and the alternate meeting is visual education.

Ordinarily a central theme, such as health, home improvement, law and order, gardening, etc., is decided upon for the discussion program for the year. Every Indian community has a committee that

chooses the subjects and the discussion leaders. A central steering committee is appointed to work up the schedule for the season. For the visual education meetings, the Agency supplies the sound motion picture equipment with a portable electric generating outfit for use in communities where no electrical current is available.

SAN CARLOS INDIAN AGENCY, San Carlos, Arizona *Superintendent*

A large part of the work of the extension, health, and education departments is adult education. The extension division organizes a cattle program and also helps the Apache economic situation by means of farming and garden projects. The health department works with the adults in all matters pertaining to the improvement of their own health and the health of their children. The education department works with the parents to improve school attendance. It also tries to induce them to take a more active part in the school and reservation program.

The Agency's total human problem involves winning 3,600 Apaches from their primitive culture and helping them to adjust to our present-day civilization. This effort has progressed so far that the Apaches are now taking a hand in running the tribe's affairs, but much still remains to be done before they can be considered efficiently self-governing.

SELLS INDIAN AGENCY, Sells, Arizona *Superintendent*

Among the adult educational activities of the Sells Indian Agency may be listed the following: (1) A Papago women's sewing group, formed to prepare exhibits for the annual Papago Fair, is now organized permanently and meets weekly for two hours in the Sells School Home Economics rooms. (2) A Papago community chorus prepares a Christmas pageant under school direction. It also participates in the school closing program. (3) A three-hour baby clinic is held at the Sells School each week.

(4) A Papago PTA holds monthly meetings at Sells. (5) Entertainment and educational films are shown every two weeks at Sells and at the day schools on the Reservation when possible. (6) The Chui-chu School Club has purchased, in partnership with the community, a tractor, combine, and other farm machinery which the farmers use in common.

**TOMAH INDIAN AGENCY, 310 West Walnut,  
Green Bay, Wisconsin** *Acting Superintendent*

One community belonging to the Tomah Indian Agency has organized a cooperative and is operating a wood-working shop in an effort to employ local labor and utilize local natural resources. Another community is in need of a community building to accommodate the large crowds that attend its public meetings. Valuable additions to the Agency's adult education facilities have been the sound moving picture projectors which were provided for all the communities.

Future plans center around the development of community leaders so that each community will be able to continue its adult educational program without being dependent on outside help.

**UNITED PUEBLOS AGENCY, Albuquerque,  
New Mexico** *Acting Superintendent*

The entire administrative program of United Pueblos Agency is paralleled by a program of adult education; each aspect of child education, sanitation, land utilization, and engineering is administered by the Agency through constant consultation with the various Pueblos themselves. Groups reached include Indian Governors and officials, Pueblo Councils, people's meetings, parents, homemakers, farmers and stockmen.

Although such a program must obviously cut across organizational lines, adult education is administratively part of the Agency's education branch and largely centers around the 25 day schools, which

themselves teach nutrition, preserving, proper cooking, and sewing. At the schools are also demonstration gardens and orchards, a few small machine shops, and shower baths open to the community. The teachers play a guiding role in women's groups and in 4-H clubs.

Field nurses and doctors visit each day school at least once a week, constantly stressing the same essential aspects of health care in the talks they give in the homes and school clinics and before community groups. Through the teachers this program is carried forward; child and adult education in this respect cannot be separated. Agency farm agents, and range and forestry technicians, advise individual Indians or groups as to proper livestock and agricultural methods. Here again, the day school teachers and other Agency personnel, through general Agency discussions, acquire enough knowledge of the subjects to carry on the program in the intervals between visits of the experts. While engineering projects are, of course, entirely supervised by Agency personnel, the use of contributed Indian labor, and to a greater degree participation by the Indians in planning for their own needs, must be considered a factor in adult education in the area.

Other facilities for adult education that should be mentioned include: three cooperative stores, an arts and crafts development program; veterans' training at the Albuquerque and Santa Fe Indian Boarding Schools and veterans' consultation on the reservations; and group meetings on such matters as codification of Indian law.

**U. S. INDIAN SERVICE, District 3, Swan Island, Portland, Oregon** *District Supervisor of Indian Education*

The entire Federal Indian Service program is essentially an educational undertaking. Its purpose is to help this minority group to adjust to life in a changed and a changing environment. Over a long period of years, the Indian Service has car-

ried on active programs with emphasis upon improved practices in agriculture, forestry, and livestock; and upon various phases of home improvement. Each Indian Agency also has a health program which emphasizes better care of children, better general health practices in the home, and the advantages of hospital services.

With the enactment of the Indian Reorganization Act in 1934, a new phase of adult education came into being. One official was designated for each of the larger districts to inform the members of each tribe in regard to the individual and group advantages that they would gain if they chose to accept the Reorganization Act for their reservation. Many tribes voted to accept the Act. Those accepting it were then instructed and guided in their development of a local constitution and by-laws for the governing of their group. Council members were chosen by the tribe, and a representative form of government was set up. Local Indian courts were established, and a Law and Order code was drawn up for the community. As a result of these efforts, the Indians are becoming more familiar with the American system of representative government and are assuming local responsibility in dealing with their social and economic problems.

### INTERCULTURAL EDUCATION

Arranged alphabetically by names of agencies.

AMERICAN CIVIL LIBERTIES UNION, 170 Fifth Avenue, New York 10, New York  
*Director*

Nonpartisan organization founded in 1920. Has branches in Boston, Chicago, San Francisco, St. Louis, and other major cities. Devoted to maintenance and defense throughout the United States of the rights of freedom of speech, assembly, press, religion, and other civil liberties, and dedicated to general principle that all public issues should be freely debated without interference.

Educational efforts include public meetings and the publication of pamphlets on special aspects of civil liberties; such as race discrimination, freedom of speech, etc. Also publishes weekly, monthly, and quarterly bulletins; books; and an annual report which summarizes activities.

AMERICAN COUNCIL ON RACE RELATIONS, 32 West Randolph Street, Chicago 1, Illinois  
*Executive Director*

The American Council on Race Relations was organized in 1944 as a not-for-profit agency, to help bring about full participation of all citizens, regardless of race, creed, or national origin, in all aspects of American life: equal rights and equal opportunities.

The Council cooperates with governmental agencies and national voluntary organizations in planning and development of national programs in race relations. Working through its three divisions—Community Services, Information Service, and Clearing House—and its Pacific Coast regional office in San Francisco, it is concerned primarily with the discovery, development, and dissemination of effective techniques to deal with basic factors in race relations.

Through Community Services, the Council cooperates with local groups and agencies to develop programs of action in housing and employment, and provides assistance to local government in police training and other official programs. Through Information Service, it assists community groups with public relations programs and works through the mass communications media to increase public concern and attention to the full functioning of democracy in race relations. Through Clearing House, it serves as a center for the exchange of current information and experiences among groups and agencies operating in the field of race relations. The Council issues *Report*, a monthly news bulletin; a series of pamphlets and manuals on action programs for com-

munity groups; informational materials for the press and radio; and releases presenting data on the organization and activities of community groups or on examples of racial integration in any field.

THE AMERICAN JEWISH CONGRESS COMMISSION ON COMMUNITY INTERRELATIONS,  
212 West 50th Street, New York 19,  
New York *Director*

The Commission on Community Interrelations of the American Jewish Congress was established for the purpose of combining research and action in a new attack on minority group problems in the United States. The Commission concentrates on studies and experiments of two major types: (1) measurement and evaluation of techniques now used by agencies and organizations working on intercultural problems; (2) development of other more effective techniques where necessary. Both entail a high degree of collaboration with university research centers and other agencies; with community leaders and laymen. The Commission (known generally as CCI) employs such techniques of social science as the "Sociodrama," "deep-level interviewing," "opinion sampling," and others to find out causes of intergroup friction and to create change in attitudes and behavior. Results of this research, in turn, become the basis of corrective programs in the community. CCI focuses on problems of friction between Jews and non-Jews, but works on intercultural tensions and conflicts of many kinds. Among the publications of the Commission is a monthly periodical, *Facts on Friction*.

AMERICAN MISSIONARY ASSOCIATION, Race Relations Division, Fisk University,  
Nashville 8, Tennessee *Director*

The program seeks to discover and apply techniques for ameliorating practical problems in race relations. In general, it has sought to do the following: (1) To locate the areas of racial tension and to discover the factors operating to create

them; (2) to train a new leadership for public education in matters of race; (3) to develop and utilize resourceful personnel to assist communities to meet realistically new racial situations; (4) to develop literature and other educational materials; (5) to consult with communities and agencies seeking advice concerning special issues; (6) to organize groups and educational campaigns for social action; and (7) to cooperate with similar agencies, both governmental and private.

AMERICANS ALL—IMMIGRANTS ALL, 614  
Fayette Avenue, Springfield, Illinois  
*Executive Director*

Sponsors a program designed to teach both the adult and youth members of our society the inherent unity of our nation, while emphasizing the fact that, as a nation, we are made up of many peoples, who came from many lands, are of many races, and have many different religious affiliations. Greatest emphasis put upon the positive contribution made to American life by each of the different cultural groups that belong to our composite population.

ANTI-DEFAMATION LEAGUE OF B'NAI  
B'RITH, 212 Fifth Avenue, New York  
10, New York *Secretary*

Anti-Defamation League is a department of the B'nai B'rith, a Jewish Service Agency founded in 1843. The League was formed to "eliminate defamation of the Jews and to counteract un-American and anti-Semitic propaganda through a broad educational program; to advance goodwill and understanding among American groups; and to preserve and translate into greater effectiveness the ideals of American Democracy." The League uses various media of public information—speakers, press, publications—to reach organized labor, foreign language groups, veterans, teachers, and other groups. Its Research Department supplies accurate data to interested persons and groups.

BUREAU FOR INTERCULTURAL EDUCATION,  
157 West 13th Street, New York 11,  
New York *Executive Director*

The Bureau uses a variety of methods to help make intercultural understanding a vital part of school curricula and of school-community life. It works intensively by invitation with a few school systems to establish successful patterns for intercultural education. It encourages the development of necessary new learning materials, either by its own staff members or by others. It promotes intensive experimentation and study of methods; makes available, through seminars and publications, the research of scientists bearing on intercultural matters. It offers teachers in-service courses, sponsors intercultural education workshops, and carries on an expanding program for training professional leadership. The Bureau also offers special services and consultation to social agencies, to adult education projects, and to individual workers in all fields pertaining to democratic human relations.

The Bureau sponsors a series of definitive books on intercultural relations published by Harpers; prepares materials for teachers and students, including work in progress reports on current research; and serves as a central source for the best available printed materials and audiovisual aids by whomever produced. Publishes a quarterly periodical, *Intercultural Education News*.

CATHOLIC INTERRACIAL COUNCIL, 20 Vesey Street, New York 7, New York *Editor, Interracial Review*

Composed of Negro and white Catholics, the Catholic Interracial Council was established in 1934. Its mandate was fourfold: To spread the doctrine of the spiritual dignity of the human person and the universality of the Church; to apply this doctrine to race relations in America; to combat race prejudice; and to strive for equal justice for all.

At its New York headquarters, the Council maintains an extensive library and reference file on intercultural and interracial subjects. It serves as an information bureau for editors, writers, teachers, and others interested in these fields. Since its establishment in New York, the Council has encouraged the organization of similar bodies in Boston, Detroit, Kansas City, and Los Angeles.

One of the chief undertakings of the Council is the publication of *The Interracial Review* (monthly), the only Catholic organ devoted exclusively to expounding the Christian theory and practice of interracial justice.

COMMON COUNCIL FOR AMERICAN UNITY,  
Willkie Memorial Building, 20 West 40th Street, New York 18, New York *Director*

Purposes: (1) To promote unity and mutual understanding among the American people, and the acceptance of all citizens, whatever their national or racial origins, as equal partners in American life; (2) to further an appreciation of what each group has contributed to America; (3) to overcome intolerance and discrimination because of race, creed, or national origin; and (4) to help the foreign born and their children solve their special problems of adjustment in order that they may share fully and constructively in American life.

The Council sends a weekly educational service in 19 languages to the foreign language press in the United States and to radio stations broadcasting foreign language programs. It works with nationality organizations; advises individual immigrants; publishes naturalization pamphlet; supplies local agencies with latest information on immigration, naturalization, and intercultural problems; follows daily developments in Congress in this field and takes constructive stands on specific issues of discrimination and fair play. It works with government agencies interested in



foreign origin groups; publishes leading magazine *Common Ground* (quarterly), dealing with intercultural and interracial problems; serves as center of information and advice about nationality and racial groups and programs; maintains *American Common*, an intercultural center; sponsors One World Award.

The Council, known for many years as the Foreign Language Information Service, is the continuation and outgrowth of work started in 1918 by the Committee on Public Information set up during World War I by the Federal Government. Since 1921, the Council has operated as an independent organization. Its present name was adopted in 1940.

**COUNCIL AGAINST INTOLERANCE IN AMERICA**, 17 East 42nd Street, New York 17, New York *Director*

The Council conducts an educational program designed to combat the forces of bigotry in the United States. Manuals; maps; *American Unity*, a monthly educational guide; and other publications are sent to hundreds of thousands of American schools, civic organizations, church groups, and other educational organizations. A visual program includes Pictures for Democracy, a photographic service; traveling photographic exhibits, such as "The Negro in American Life" and "The Jew in American Life"; and film strips. All material is sent either without charge, or for cost of shipping.

**INSTITUTE FOR AMERICAN DEMOCRACY**, 369 Lexington Avenue, New York 17, New York *Executive Director*

An educational, nonsectarian, nonprofit organization whose function is to create Unity mass-media material; such as posters, newspaper ads, etc. Once created, this material is made available to local community groups anywhere in the country, such as Mayors' Interfaith Committees, the National Conference of Christians and Jews, and civic groups, which use it to

promote intercultural and interracial understanding and good will in their communities.

**JULIUS ROSENWALD FUND**, 4901 Ellis Avenue, Chicago 15, Illinois *President*

Established in 1917. Functions mainly as a disbursing agency for funds provided by Julius Rosenwald, who directed that the entire fund—capital and income—should be spent within 25 years of his death, which occurred in 1932. The purpose of the fund is to promote general study of race and culture; and, in particular, to stimulate activity directed toward improving opportunities and conditions for Negroes in this country. It prepares and distributes pamphlets on the Negro and on race relations.

**MUSEUM OF ART**, 224 Benefit Street, Providence 3, Rhode Island *Director of Education*

Attempts to interest the many cultural groups of the city in the artistic evidences of their own and other groups' traditions. Lectures on such topics as "The Negro Artist Comes of Age," "Chinese Art and World Peace," "Art as a Means to International Understanding."

**NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE**, 20 West 40th Street, New York 18, New York *Executive Secretary*

Conducts an educational campaign through lectures, newspapers, pamphlets, magazine articles, books, radio talks, and mass meetings. Purpose: To abolish all forms of discrimination against Negroes, based on race or color. One of the specific objectives of the Association is to bring about an equitable distribution of the funds for public education.

**THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS**, 381 4th Avenue, New York 16, New York *President*

Formed in 1928 to promote amity and

cooperation among Jews, Catholics, and Protestants, and to seek to lessen all inter-group prejudice. Sponsors: (1) American Brotherhood Week in February of each year; (2) Religious Book Week during early May of each year; (3) workshops and community experimentation in intercultural education. Renders service through national office, more than 60 professionally staffed regional offices, and local committees in approximately 4,000 communities. Inquiries welcomed from teachers, principals, and other educators. Distributes radio scripts, film strips, slides, motion pictures, program suggestions, bibliographies, resource material for observance of Brotherhood Week.

**NATIONAL COUNCIL OF NEGRO WOMEN**, 1318 Vermont Avenue, N.W., Washington 5, D. C. *Director*

Founded in 1935, to work for the cooperation of members of all races and the full participation of Negroes in the economic, social, cultural, civic, and political life of every community.

The membership of the Council embraces many women's organizations, metropolitan Councils, and other groups representing a great variety of interests and activities.

**NATIONAL EDUCATION ASSOCIATION**, Commission for the Defense of Democracy through Education, 1201 16th Street, N.W., Washington 6, D. C. *Secretary*

Among its many different activities, the Commission for the Defense of Democracy through Education is promoting conferences between civic leaders and leading educators. One series of the conference is for teachers and lay leaders in the specific field of intercultural education.

**NATIONAL URBAN LEAGUE**, 1133 Broadway, New York 10, New York *Executive Secretary*

The Urban League movement is composed of the National Urban League, with

headquarters in New York City, and autonomous affiliates located in major urban centers throughout the United States. Memberships; boards; committees; and, in some cases, staffs are interracially constituted. Each League office is directed by a professionally trained staff.

Local Urban Leagues cooperate with and supplement the efforts of other social service agencies concerned with the health and welfare of Negroes. At annual conferences and at regional institutes, board and staff members are brought together in discussion groups and seminars for the sharing of knowledge and improvement of skills.

The League was established in 1910. It maintains a southern field headquarters in Atlanta, Georgia.

**SOUTHERN REGIONAL COUNCIL**, 63 Auburn Avenue, N.E., Atlanta 3, Georgia *Executive Director*

The Southern Regional Council, which was chartered in January, 1944, is a voluntary organization working for "a better South in a better nation." Its functions are: (1) fact-finding and research; (2) educational work through publications, conferences, radio, etc.; (3) cooperation with other agencies; (4) consultative services to private and public agencies; (5) constructive social action. SRC has affiliates or divisions in most of the Southern States.

The SRC is a nonpartisan voluntary membership organization. It absorbed the Commission on Interracial Cooperation (1919-1944) and continues the work of the Commission as one phase of a broad program for Southern progress. Its staff and membership are bi-racial.

Publications: Monthly magazine *New South*, pamphlets, and leaflets on Southern problems.

**WELLESLEY SCHOOL OF COMMUNITY AFFAIRS**, Wellesley College, Wellesley, Massachusetts (Office, 212 West 50th

Street, New York 19, New York) *Administrative Director*

In the spring of 1944, Wellesley College inaugurated a three-year experiment in adult education, a six-weeks' summer school called the Wellesley School of Community Affairs. The first of the three sessions was held in 1944; the second was postponed from 1945 to 1946, because of wartime restrictions on travel in 1945; the third was held in 1947.

Though basically a school for intercultural education, the Wellesley School was not committed to the view of any organization working in the field of intercultural relations. Three successive units of separate but related two-week periods were offered. The first unit was designed especially for youth leaders, teachers, and others who encounter intercultural situations in dealing with young people; the second was for community leaders, local government personnel, group leaders, board members of civic associations, and members of interracial committees; the third was for labor union members and educational directors, and others particularly concerned with problems of group relations in industry. A special unit provided a group work seminar for qualified college students.

In addition to the familiar adult educational techniques, such as the group discussion, the panel, the lecture, the moving picture, and the radio recording, several less well-known techniques were used. One was the presentation of a spontaneous folk drama out of the carefully elicited and orchestrated memories of a group of adults with culturally diverse childhood experiences. Another was the socio-drama in which members of the group are asked to play out as imaginatively as possible roles in certain scenes designed to help the entire group understand a given situation more fully and sympathetically. A third technique, known as the "Informant Method," was borrowed from social an-

thropology. Here an individual speaks *as himself*, with full emotional participation in the values and biases, the preferences and dislikes of some national, occupational, or other group of which he is a member.

The School was open to both men and women, and every effort was made to have as representative a spread as possible in age and background—racial, national, religious, regional, educational, economic. The resident staff, made up of outstanding authorities in the sciences of human relationships, was supplemented by visiting experts from the fields of youth service, community organization, and labor-management relations. Residents of the community—leaders, officials, and workers—were brought in as community informants. Provision was made also to include leaders especially skilled in encouraging creative expression in the arts. Throughout, the leaders worked as a team, reinforcing one another's skills and abilities, thus giving a model at the leadership level of the type of situation which is desired among the various groups working together in the world.

WORKSHOP FOR CULTURAL DEMOCRACY, 204  
East 18th Street, New York 3, New  
York *Director*

A Workshop Seminar, which provides teachers and other group leaders with guidance in planning, organizing, and carrying out action programs in intercultural education on three levels: elementary school, secondary school, and adult.

On the adult level, the Workshop's "group conversation" technique brings together, in homes and community centers, adults of various national, racial, and religious backgrounds. Sharing experiences in these group meetings precedes working together on community problems.

One of the Workshop's adult educational activities has been the giving of a weekly course on "How to Carry On School and Community Projects in Inter-

cultural Education." The course was given at The New School for Social Research. (See p. 317.)

### LABOR-MANAGEMENT

Arranged alphabetically by names of agencies.

AMERICAN MANAGEMENT ASSOCIATION, 330 West 42nd Street, New York 18, New York *Head, Research and Information Bureau*

The American Management Association is composed of industrial and commercial companies and executives interested in modern and efficient management methods for their own organizations. Because its membership includes almost every type of industry, the Association makes possible, by conferences, publications, and special services, a broad interchange of management information and experience. The AMA makes no profit, does no lobbying, and advances no propaganda. Its interests are solely the practical solution of current business problems and the development of the science of management.

The Association traces its history from the National Association of Corporation Schools, which was organized in 1913, and to the National Association of Employment Managers, organized in 1918 and later known as the Industrial Relations Association of America. In 1922 these two groups were merged, becoming the National Personnel Association. They were later joined by the Office Executives' group and the National Association of Sales Managers. The name Personnel Association thus became too narrow in scope, and in March, 1923, it was changed to American Management Association.

Promising ideas and tested plans are made available to members through the Association's three general activities: conferences, publications, and research and information service. Each of seven divisions through which the Association serves

its members holds two conferences in the year, and the proceedings from these meetings are published. Periodicals published are *The Management Review*, a monthly digest of current books and periodicals; *Personnel*, a bi-monthly periodical containing original articles in the field of personnel and industrial relations; and *Management News*, a monthly news letter covering AMA activities.

CORNELL UNIVERSITY, NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS, Ithaca, New York *Director, Extra-Mural Program*

The New York State School of Industrial and Labor Relations, established in 1944 by Act of the New York State Legislature, was the first institution of its kind in the country. It has three major functions: resident undergraduate and graduate instruction; extension; and research and information. The School began resident instruction on November 5, 1945. Its main objective is to promote more effective cooperation among employers and employees and more general recognition of their mutual rights, obligations, and duties.

The Extension Division offers tuition-free, noncredit courses in industrial and labor relations to members of labor, management, government, and civic groups throughout the State.

INSTITUTE OF INDUSTRIAL RELATIONS, Worcester 3, Massachusetts *Director*

Established in 1943 to promote study and discussion of the principles—ethical, economic, legal, social—upon which a sound labor-management pattern is based. Offers a variety of study courses; an evening lecture series on practical industrial relations; and a Grievance Clinic, in which typical cases are presented by two groups, one chosen to represent labor and the other management. The facts are assembled, the arguments rendered, and an Arbitrator announces a decision. After the

decision, the members of the class review and discuss the presentation of the case and the decision rendered.

The classes are for both labor and management. Interest in the subject and presumed ability to profit from the instruction are the only requirements for admission. There are no examinations.

NATIONAL INDUSTRIAL CONFERENCE BOARD,  
247 Park Avenue, New York 17, New York  
*Director, Information Service Division*

An institution for scientific research, practical service, and public information in connection with economic and management problems. Its purpose is to promote the sound development of productive enterprise in the United States. The Board operates a public information bureau; provides specific information service for individuals, organizations, and business concerns; conducts periodic conferences of business executives and professional specialists for discussion of economic and management problems; and issues many publications in which the results of its research and conference work are made available for general use.

SOCIETY FOR THE ADVANCEMENT OF MANAGEMENT, 84 William Street, New York 7, New York  
*Executive Director*

A professional society for managers and executives, consultants and educators. Labor-management relations are promoted through membership meetings, conferences, research, and publications. In the Society's local chapters, which have been organized in leading cities throughout the country, round-table discussions provide frequent opportunities for members to exchange ideas and experience. The discussions, literature, and research treat of the timely topics that are uppermost in the thinking of everyone with management responsibilities. In all its activities, the Society stresses the common interests of gov-

ernment, management, investors, labor, and the general public.

UNIVERSITY OF ILLINOIS, INSTITUTE OF LABOR AND INDUSTRIAL RELATIONS, Mumford Hall, Urbana, Illinois  
*Director*

The Institute of Labor and Industrial Relations of the University of Illinois, under an enabling appropriation enacted by the Illinois Legislature in 1945, was established by the Board of Trustees on March 9, 1946 to "foster, establish, and correlate resident instruction, research, and extension work on labor relations." The functions of the Institute were defined to include three fields of activity: (1) undergraduate and professional training at the University; (2) extension services for civic, labor, and management groups in cooperation with the University's Division of Extension; (3) a research and information service for labor and management.

Extension services include credit and noncredit courses, short courses, conferences, institutes, and local library services. These courses and conferences use for study and discussion such subjects as: Collective Bargaining, Labor Law and Legislation, History of the Labor Movement, Economics, and Personnel Management. There is a comprehensive program of research, integrated with an information service which supplies information on immediate problems confronting Illinois industry and labor. The Institute publishes an information bulletin as well as studies in the field of labor and industrial relations.

YALE UNIVERSITY, LABOR AND MANAGEMENT CENTER, 333 Cedar Street, New Haven, Connecticut  
*Director*

The growing importance to the community of decisions and activities in the field of industrial and labor relations led Yale University to focus its resources on the critical issues in this field. The operation of the Labor and Management Center coordinates and amplifies the studies and

courses in this area, which were previously in progress at the University, and broadens the contacts of the University with leaders of industry, unions, and government who are involved in the practical problems of labor and industrial relations.

The activities of the Center have four aspects: teaching, research, a library, and community service. The research focuses upon the development of a set of "Principles of Adaptive Human Behavior" which have been used as a tool for diagnosis of practical relationships in industrial relations. The teaching involves a series of courses for executives in management and unions, offered each year during the spring term beginning February first and ending May fifteenth. A booklet describing in greater detail each of the four aspects of the program is available upon application to the Director.

### LATER MATURITY

Arranged alphabetically by names of agencies. *See also* the notes on the programs of the following settlements (p. 452 ff.): Association House of Chicago, Central Community House, Lenox Hill Neighborhood Association, South Chicago Community Center, and Union Settlement Association.

**AMERICAN INSTITUTE OF FAMILY RELATIONS**, Maturity and Old Age Counseling Center, 607 S. Hill Street, Los Angeles 14, California *Director*

Of four kinds of old age—chronological, pathological, industrial, and psychological—the last is dealt with by the Maturity and Old Age Counseling Center. Offers a group laboratory course on "The Prevention and Treatment of Psychological Old Age," as well as opportunities for individual consultation and some work by correspondence. The Center announces that it is as much interested in working with the age group between 20 and 60 years, in order to prevent psychological

old age, as it is in trying to rehabilitate old age "after the fact."

**THE "L" CLUB FOR WOMEN**, 57 East 34th Street, New York 16, New York *Secretary*

A nonsectarian, nonprofit organization, founded in 1938, for the sole purpose of fulfilling the needs of women fifty ("L") years of age. There are no dues, and no charges are made for the use of the many recreational and educational facilities of the club.

**NEW YORK UNIVERSITY, DEPARTMENT OF GUIDANCE AND PERSONNEL ADMINISTRATION, SCHOOL OF EDUCATION**, Washington Square, East, New York 3 *Registrar*

Offers a course, "Counseling the Older Person," which covers: Vocational and avocational guidance in old age. Counseling the older person at work, in the family, the community, the institution. The changes that come with age and methods for dealing with these changes constructively. The principles of old-age rehabilitation, with case histories and demonstrations.

The course is designed to meet the needs of workers in guidance, placement, veterans advisement, community service, adult education, old-age assistance, family case work, and teacher supervision.

**SOUTH CAROLINA, STATE BOARD OF HEALTH**, Columbia 10 *State Health Officer*

The Division of Health Education of the South Carolina State Board of Health is developing a program of geriatrics, which means the prevention and treatment of diseases and disabilities common to the later years of life.

Among the objectives of the program, briefly stated, are these: (1) To study the factors of life that are related to senescence and senility; (2) to help the public know that senescence is normal, but that senility is no more a necessary part of age than

rickets is of childhood; (3) to inform the public on all the helpful preventive measures against the diseases and disabilities of advancing age; (4) to help both the public and the medical profession to develop, as far as possible, a full appreciation of the economic, social, and cultural value and usefulness of older men and women who, by reason of age and experience, constitute a most important group of our population; (5) to stimulate interest in all laws, rules, and regulations—legislative, industrial, social, and otherwise—which may affect the well-being and usefulness of older persons; and to seek the extension and improvement of such laws.

THE THREE-QUARTER CENTURY CLUB, St. Petersburg, Florida *Secretary*

Known as Florida's most exclusive club, because no one can become a member until he is 75 years old. Members come from all over the United States. The club offers a varied program of recreational and intellectual activities.

WILLIAM HODSON COMMUNITY CENTER, Tremont and 3rd Avenues, New York, New York *Secretary*

Organized in 1943 by the Department of Welfare, New York City, and the Bronx House, to meet the needs of older men and women. Strives to give meaning and value to living for persons over 65 years of age and to provide opportunities for the continuing development of their personalities.

#### LIBRARY SCHOOLS

Arranged alphabetically by names of the institutions with which the schools are connected.

CALIFORNIA, UNIVERSITY OF, SCHOOL OF LIBRARIANSHIP, Berkeley 4, California *Dean of the School*

Through a course in Adult Reading and expanded course offerings in the public

library field, increasing attention is being given to library adult educational activities and services. In addition, there is close integration of the School of Librarianship with the School of Education, and prospective public librarians, particularly those who are interested in adult education work, are urged to take one or more courses in the School of Education, especially the course, Adult Education.

COLUMBIA UNIVERSITY, SCHOOL OF LIBRARY SERVICE, Morningside Heights, New York 27, New York *Dean of the School*

The student in the School of Library Service obtains instruction in adult education in two stages. During the early part of his period of study, he is presented with a survey of the various possibilities of libraries for effective service. Among these, considerable prominence is given to accomplishments and prospects in adult education. This introduction takes the form of an historical review of adult education contributions of libraries, an analysis of present problems in the whole field, and an introduction to the library as a community center.

Students who elect to specialize in adult education devote a major part of their later period of study to the field. One portion of this study has to do with library techniques for adult education, including the identification of reading interests, methods for guiding reading, and techniques for group and community work. Another portion has to do with the planning of service programs in public libraries, once again with emphasis upon the continuing education of adults in the many interests and problems of contemporary life.

DENVER, UNIVERSITY OF, COLLEGE OF LIBRARIANSHIP, 211 Fifteenth Street, Denver, Colorado *Director of the College*

Adult Education is considered in every section of the course in Book Arts. For

example, in the section on the Social Sciences, pamphlets, books, and documents for the man in the street are discussed. In the consideration of library materials, stress is laid on film strips, radio, and so on. As examples of programs for adult education meetings, book discussions have taken the place of book reviews.

The course in Library Administration outlines the various adult education activities of the Denver Public Library in relation to the Adult Education Council, the Public Affairs Information Center, Readers' Advisers, etc. Also, special projects, such as one on Community Service, are assigned to the students. Frequently, students take part in the adult education programs of the Denver Public Library or conduct special programs in the library branches. The Denver Public Library program is close at hand for them to observe.

ILLINOIS, UNIVERSITY OF, LIBRARY SCHOOL,  
Urbana, Illinois *Director of the Library School*

In the curriculum of the Library School, the importance of the adult education objective of the library is constantly stressed. The meaning of adult education, the development of the movement, the implications for library participation, the leaders in the field, and the literature of the subject are all discussed in appropriate courses. Students are encouraged to visit adult education classes in the community and are requested to attend lectures by visiting adult education leaders whenever given on the campus. On the annual inspection trip to libraries in other cities, students are given an opportunity to observe and report on the adult education activities of the libraries.

During the first semester all students are given an introduction to the subject of adult education and a brief history of its importance in American public libraries in the course Development of the American Library. During the second semester, students who are preparing for positions

in public libraries are given an opportunity for intensive study of current trends in adult education in several courses. Reading Interests and Guidance of Adults covers such topics as: advisory service to individuals, program counseling, information about local adult education agencies, organization of discussion groups, programs other than discussions, special services to men and women over 60. In this course each student has the opportunity to plan a program and to present a demonstration to the class. For students who are particularly interested in audio-visual materials there is a course, Audio-Visual Aids and Library Service. The place of adult education among the objectives of the public library, and the administration of an adult education program are considered in detail in Organization and Management of Public Libraries. Adult education agencies are studied in the course on The Library and the Community, stress being laid upon the active participation of the library in movements for the organization of these agencies.

MICHIGAN, UNIVERSITY OF, DEPARTMENT OF  
LIBRARY SCIENCE, Ann Arbor, Michigan  
*Chairman of the Department*

The place of adult education activities in the program of the public library forms a definite unit in the Department's required course on Administration. It is also a topic of investigation in the advanced seminar on Public Library Administration.

In addition, students who expect to work in public libraries are urged to take two courses in the School of Education: (1) Education of Adults for Community Improvement and Leadership, which is planned to meet the needs of teachers and administrators who now have, or contemplate having, some responsibility for developing community understanding and leadership; (2) Visual-sensory Aids in Education, which acquaints school administrators and teachers with the values and



uses of visual materials and auditory aids in education. Since the professional program for librarians provides opportunity for students to take work in other schools and departments of the university, many of them have been able to take these courses.

A two-semester course on Masterpieces of Literature in English Translation is particularly applicable to the "Great Books" program now being sponsored by many public libraries.

SIMMONS COLLEGE, SCHOOL OF LIBRARY SCIENCE, Boston 17, Massachusetts  
*Director of the School*

A first-semester course, Introduction to Librarianship, gives strong emphasis to the sociological milieu in which the library finds itself—the family, the community, and the various public agencies which integrate the community's educational needs. Outside lecturers in sociology are brought into the course; there are field trips to settlement houses, community clubs, etc.; and the whole study of the library-community relationship is synthesized in a term project.

A second-semester course, Reading Guidance of Adults, is given as one of the key courses for students electing the Public Library program. The purpose of the course is to consider the library as an agency for adult education in the community. In carrying out this purpose, ways and means by which the library's service to adults may be made educationally significant, both in guiding individual readers and in working with community groups, are investigated. Since an understanding of the many factors inherent in the reading process is requisite for effective guidance, various studies of adult abilities and capacities, interests, and reading habits are surveyed, and reading materials and other media of communication are examined. Particular attention is paid to the factor of readability. The remainder of the course is devoted to a study of the

principles of adult education, the development of the movement as demonstrated in the work of various agencies, and the library's growing responsibility in the field. Typical community organized groups and adult education programs are visited and reported on in class for purposes of pointing out opportunities for library cooperation. Methods by which the library itself can stimulate and initiate educational programs are fully explored, including the use of audio-visual aids and discussion techniques. Each student selects a particular service for more extensive study, which is incorporated in a term report.

#### MEN'S & WOMEN'S CLUBS

Club organizations arranged alphabetically by organizational names under main head; sources of program aids and other forms of assistance alphabetized under sub-head, "Service Agencies."

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, 1634 I Street, N.W., Washington, D. C. *General Director*

Original purpose as set forth in the Association charter, "to unite alumnae of different institutions for practical educational work." This broad directive has enabled the organization to move with the times. In the years since 1882, when the Association was founded, the demands upon educated women to participate in economic life and public affairs have increased tremendously, and the activities of the AAUW have multiplied with the interests and activities of its members. But it has recognized both the intent of the founders and the special competence of its membership by insisting that study precede action. Recognizing that action and therefore study, can best begin at the community level, the Association encourages its local branches to work out the details of their own programs, with whatever help and guidance from the head-

quarters staff of the Association they may desire.

List of publications upon request.

ASSOCIATION OF THE JUNIOR LEAGUES OF AMERICA, The Waldorf-Astoria, New York 22, New York *Executive Director*

The Junior League purpose is twofold: (1) Development of each member's individual talents; (2) emphasis on her obligation to use her talents for the benefit of her community.

First Junior League was founded in New York City in 1901. The Association was organized in 1921 by the 30 Junior Leagues then in existence.

Each League member is given a provisional training course to inform her in regard to the resources and conditions of her community and to make her aware of her responsibilities as a citizen. Believing that intelligent action is one of the prime responsibilities, most Leagues sponsor community projects, which, when their usefulness has been demonstrated, may be taken over by publicly supported agencies.

The Association, directed by a Board of elected representatives, maintains a professional staff, which provides the local Leagues with specialized field service in education; welfare work; and the arts, including children's theatres and radio. Publishes the *Junior League Magazine*, monthly.

DELPHIAN SOCIETY, 307 N. Michigan Avenue, Chicago, Illinois *Secretary*

Organized, 1910, in interest of higher education, social progress, and self-improvement of women. Through group study and discussion furnishes background for understanding of present-day social, economic, national and international problems, and for appreciation of the best in art and literature. Trains in habits of logical thinking and effective expression. Supplies members with specially prepared pro-

grams, including suggested discussion questions and reference material, as well as full directions for use at group meetings. Emphasizes active participation of the individual in all proceedings, in accord with belief that real learning can be best acquired through formative process of self-instruction. Objective is improvement as citizen and as individual, through widened horizon, clear thinking, effective speaking, and personality development. Official publication: *The Delphian Quarterly* (for members only).

GENERAL FEDERATION OF WOMEN'S CLUBS, 1734 N Street, N.W., Washington 6, D. C. *President*

A national and international organization founded in 1890. Purpose: To unite women's clubs and like organizations throughout the world for the promotion of education, philanthropy, public welfare, moral values, civic and fine arts. There are thousands of member clubs throughout the United States and its territories and in foreign countries.

The work of the organization is carried on through departments and committees which have changed in the course of the years to meet different conditions. Policies are determined largely through resolutions adopted at national meetings. Before action is taken on a controversial issue, study material on all sides of the question is disseminated to member clubs. The Federation makes available to member clubs programs and other material, art exhibits, a copy of the monthly magazine and the research services of national headquarters.

List of publications on adult education sent on request.

INTERNATIONAL ASSOCIATION OF ALTRUSA CLUBS, 332 S. Michigan Avenue, Chicago 4, Illinois *Executive Secretary*

Taking its name from the word "altruism," Altrusa, organized in 1917, is the

oldest classified service club for executive and professional women. It has clubs throughout the United States, Mexico, Canada, and Puerto Rico.

Altrusa endeavors to bring to men and women of the community an informed viewpoint on public affairs and international relations, through panel discussions, forums, and town meetings. Altrusa gives vocational help to young people and to the older woman worker.

Through its magazine, the *International Altrusan*, Altrusa endeavors to analyze the contemporary scene by publishing authoritative articles by experts in the fields of vocational information, public affairs, and international relations. The magazine is used in university, college, high school and city libraries, and by vocational guidance groups.

KIWANIS INTERNATIONAL, 520 N. Michigan Avenue, Chicago 11, Illinois *Secretary*

Activities which concern over-all program planning are carried out by local clubs with the assistance of the International Office. Educational and promotional literature is developed by standing International Committees, namely: Agriculture; Boys and Girls Work; Business Standards; Public Affairs; Support of Churches in Their Spiritual Aims; Underprivileged Child; and Vocational Guidance. Public forums, panel discussions, competent speakers, radio, and press are utilized to increase community knowledge of vital affairs. Strong support is given to home, church, and school as the basic structures of our American way of life. Educational, recreational, and health programs are widely sponsored. The United Nations Charter and the UNESCO program are publicized and supported. Social and economic problems are analyzed and acted upon.

Publications: *The Kiwanis Magazine*, Monthly Club Bulletin, Weekly Club Bulletin.

LIONS INTERNATIONAL, 332 S. Michigan Avenue, Chicago 4, Illinois *Secretary-General*

An organization, made up of business and professional men, with local clubs in more than 6,000 communities. Carries on its program chiefly through local clubs with suggestions from headquarters office. Cooperates actively with the Non-Governmental Organizations Section of the United Nations, also with other educational organizations. Programs of local clubs provide for talks and discussions of current events, international affairs, and other educational topics; local clubs also conduct citizenship classes and cooperate with libraries and other educational institutions in community. Official publication, *The Lion*, issued monthly (also Spanish edition).

NATIONAL ASSOCIATION OF NEGRO BUSINESS AND PROFESSIONAL WOMEN'S CLUBS, INC., 142 Quincy Street, Brooklyn 5, New York

Made up of groups of business and professional women in all sections of the United States. Through a program of combined study and action, it seeks to help women to understand and assume the full responsibilities of citizenship and to fit themselves for leadership in their communities. In keeping with these objectives, the official organ of the Association is called *Responsibility*.

THE NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS, 1819 Broadway, New York 23, New York *Executive Secretary*

The largest national organization devoted to the interests of business and professional women. It is unique in that it approaches the specific problems of women, recognizing their inevitable relationship to all social, political, and economic progress. Working through business and government, the Federation

endeavors to achieve legislative action.

Its program in the field of Education and Vocations, Health and Safety, International Relations, Legislation, and Public Affairs stresses study, discussion and action with emphasis on community projects. An annual program book is supplemented by special aids and publications developed by a research staff.

As spokesman for the interests and needs of women who work, the Federation provides a medium for individual growth and group understanding. Through its program, the Federation offers its members opportunity to prepare themselves for leadership, locally and nationally.

Since its organization in 1919 the Federation has shown vigorous growth, with member clubs throughout the United States, Alaska, and Hawaii. *Independent Woman*, published monthly, is the Federation's official organ.

NATIONAL LEAGUE OF WOMEN VOTERS,  
*see note under Civic Education*, p. 327.

NATIONAL SOCIETY OF THE DAUGHTERS OF  
THE AMERICAN REVOLUTION, 1720 D  
Street, N.W., Washington 6, D. C.  
*Corresponding Secretary General*

Organized 1890. Objects: Historical, patriotic, educational. Carries on program of patriotic education. Provides information for immigrants on how to become American citizens; works with naturalization courts, evening schools, citizenship classes, etc. Sponsors radio broadcasts; works to promote showing of better films in community theatres by issuing monthly guides to better films and by maintaining Reviewing Committee in Hollywood and New York. Maintains museum of early Americana and extensive historical and genealogical library open to public; preserves historic spots.

ROTARY INTERNATIONAL, 35 E. Wacker  
Drive, Chicago 1, Illinois *Secretary*

A world-wide organization of Rotary

Clubs, which are made up of representative men, one from each business or profession in a community, who meet together to further the Rotary "Ideal of Service"—helpfulness to others in business and community life. The first Rotary Club was organized in Chicago in 1905. There are now more than 6,000 Rotary Clubs in 75 countries or geographical regions. Their activities include a great variety of community-betterment undertakings and other projects.

Assistance to students through scholarships and student loans is one of the forms of service very widely undertaken by Rotary Clubs. After World War II, Rotary embarked upon a campaign to raise a \$2,000,000 fund for International Fellowships and other activities designed to advance international understanding, good will, and peace.

To assist in developing an informed public opinion on vital problems confronting the world, Rotary International provides its member clubs with complete background information on the United Nations Organization and its specialized agencies. Two booklets on the United Nations published by Rotary International have been given world-wide circulation. *From Here On!* (95 pages) contains the complete text of the United Nations Charter, together with comments and challenging questions. *In the Minds of Men* (62 pages) is a similar booklet on UNESCO. In order that Rotarians may effectively help in implementing the objectives of the United Nations, Rotary International has had observers at every meeting of the United Nations and its various agencies.

### *Service Agencies*

*Agenda*: A MAGAZINE FOR PROGRAM PLANNERS, 57 Park Avenue, New York 16,  
New York *Publisher*

Beginning in April 1947, Printers' Ink Publishing Company undertook the first magazine published for program chair-

men of local groups. Its name is *Agenda*—things to be done. *Agenda* is an illustrated periodical devoted to program ideas, plans, and ready-to-give programs for serious groups, led by women, but sometimes including men and youth.

The chief purpose of *Agenda* is to supply a wider selection of better program material for adult education. The material is in two forms: (1) Editorial articles and departments on both public affairs and practical subjects; (2) sponsored programs, ready to present, on international, national, community, home, and personal subjects.

*Agenda* seeks to promote cooperation among varied groups, including: religious, church, missionary; general and cultural; rural; parent-teacher; business and professional; political; labor; foreign and racial; service, military, patriotic; fraternal, auxiliaries and sororities; homemaking; consumer and cooperative. .

*Look Magazine*, Club Department, 511 Fifth Avenue, New York 17, New York  
Director

The *Look Magazine* Club Department is a service for women's clubs and Parent Teacher Associations, designed to furnish them with program material which has been carefully selected from the point of view of its application to the interests of club groups. This material is usually in the form of "The LOOK Letter," or a complete reprint of a *Look Magazine* article which is particularly informative and which contains material usable in group discussions.

The material prepared by the *Look Magazine* Club Department covers a wide range of interests, with emphasis on community, national, and international affairs.

NATIONAL ASSOCIATION OF MANUFACTURERS, "Program Notes," 444 Madison Avenue, New York, New York Editor

"Program Notes" is a monthly publication sent free to over 40,000 women's club

leaders throughout the country. It gives program suggestions which are adaptable to women's organizations of various sizes and types and offers reference material, prepared by the National Association of Manufacturers, on current economic problems.

THE NATIONAL COUNCIL OF WOMEN OF THE UNITED STATES, 591 Madison Avenue, New York, New York President

Founded in 1888 as an information bureau and clearinghouse, with particular emphasis upon human values. The Council's basic program, the implementation of the Golden Rule, was given global application from the start through the group's affiliation with the International Council of Women. The National Council is now seeking practical methods of correlating its program with that of the UN, and a United Nations Committee has been constituted for this purpose. The Committee is working on the premise that education for human brotherhood must begin in the home and the community. Printed material, a speakers' bureau, and a radio program are the educational tools to be employed toward this end.

NATIONAL INSTITUTE OF SOCIAL RELATIONS, 1029 17th Street, N.W., Washington 6, D. C. Director

A nonprofit educational organization that works to create a better understanding of human behavior and man's relations to his fellow men. Recognizing that most people learn more easily and profitably through group study and discussion than by solitary effort, the Institute promotes the discussion-group movement by giving assistance in training discussion leaders and by providing discussion materials.

Discussion guides, *Talk It Over*, are issued monthly. Each guide deals with a vital issue of the day, giving essential information, advice on presenting the subject as a group program, suggestions for

further reading, and sometimes a digest of *pro* and *con* views on a much discussed question. Film discussion guides, called *Look and Talk*, are prepared for use in conjunction with educational motion pictures.

Materials and training services are available to men's and women's clubs; to church, civic, labor, and youth groups; and to other organizations on a nonprofit basis.

NATIONAL WOMAN'S FORUM, 266 Fulton Avenue, Hempstead, New York *Executive Director*

The National Woman's Forum is a clearinghouse of all women's organizations on the community level. It unites the community by bringing together various women's groups—large and small; of different purposes and thinking; of different races, faiths, and nationalities—to work together harmoniously. Serves to integrate and coordinate the activities of these various women's clubs in the community—thus eliminating unnecessary duplication—in the fields of health, human relations, public affairs, and peace. Overall objective: The development of sound community relations as the nucleus of a strong democracy.

As part of its year-round intergroup educational program, it conducts: (1) Community Woman's Forums, presenting women authorities on vital problems of local, national, and international significance, in order to stimulate further study for constructive action; (2) Community Leadership Courses, to develop leadership qualities of women; (3) Discussion Leaders Group, for training in leading discussions; (4) Program Counseling and Speakers' Bureau, to improve club programs; (5) Library, for distribution of pamphlets of all national agencies, representing various points of view on vital subjects.

The Forum adapts its service to the needs of the community in which it operates. Through this intergroup educa-

tional project, each group acquires a respect for, and understanding of, the activities of all other groups in making their joint contribution to the progress of the community.

In the Woman's Forum of Nassau County, Long Island, New York, more than 500 women's organizations, representing about 80,000 members, cooperate to shape public opinion on the important issues of the day. The Women's Forum of Worcester County, Massachusetts, similarly combines and strengthens the efforts and influence of groups, representing about 32,000 women.

The effects of the National Woman's Forum are both tangible and intangible, as all groups cooperate, thus putting democracy into action on the community level.

THE NEW YORK HERALD TRIBUNE FORUM, 230 West 41st Street, New York 18, New York

Meets annually in New York City in the fall for a series of sessions. The first Forum was held in 1930, in response to a request made by New York clubwomen for guidance in planning their winter program for a better understanding of the problems precipitated by the economic depression. Later, broadened its audience to include representatives of educational, political, civic, and business organizations from every state.

The Forum's purpose is threefold: (1) To bring together on one platform leading authorities on the most important current questions, national and international; (2) to provide an occasion for presentation of different points of view on controversial issues; (3) to carry the speeches to the widest possible audience by radio, by publication in book form, and by providing material for smaller local forums in clubs, schools, and colleges throughout the country.

With the growth of radio broadcasting, the Forum has been able to reach an audi-

ence numbering many millions both in this country and, by short wave, in the rest of the world.

*The New York Times*, Women's Programs, Times Square, New York 18, New York Director

Consciously or unconsciously, women's clubs play an important role in the field of adult education. Their influence on our national life and the extent of informed opinion among their members depends, in large measure, on the effectiveness of their club programs.

In the belief that professional assistance in the technique of programming would be a concrete public service to women's groups, *The New York Times* presented at Times Hall, New York City, in the spring of 1946, a series of three all-day seminars to assist program leaders in planning the subject matter of their club programs. National experts and members of *The Times* staff analyzed the principal problems in foreign and domestic affairs at two of the sessions, and a third session was devoted to a discussion of the problems confronting youth.

Because of the lively interest that these seminars developed among club leaders in the New York area, *The Times* presented in November, 1946, a Seminar on "Building a Program." By a process of exposition and demonstration, some of the elements of good program techniques were emphasized before leading representatives of hundreds of women's clubs and organizations.

Sincere appreciation of the practical help given by this seminar resulted in the holding of a second one in April, 1947, thus establishing the "Building a Program" Seminars as an annual service.

Two manuals have been published by *The New York Times* in connection with the Seminars: *Decision through Discussion*, a manual for group leaders by William E. Utterback, and *Building a Pro-*

*gram*, containing articles by thirteen authorities on programming.

NEWSWEEK CLUB BUREAU, 152 West 42nd Street, New York 18, New York

Set up in 1943 to aid clubs and organizations whose main purpose is to help their members keep informed on current events and issues, to understand the significance of what is happening, and to make up their minds as to what action should be taken.

Each month throughout the club year (Sept.-May), the Bureau issues: (1) *Platform*, which presents factual background material, points for discussion, reading references, and suggestions for action on one vital current problem; (2) a *Periscope Letter*, which gives forecasts of coming events on the national and international scene. In addition, there are occasional special booklets and reprints from *Newsweek*.

THE READER'S DIGEST PROGRAM SERVICE, Pleasantville, New York

A research and program-planning service to club leaders, which organizes *Reader's Digest* articles each month (Sept.-May) for intelligent, impartial group discussion.

Special Subject Guides have been published from time to time, as some major issue or problem in the forefront of the news demanded special attention and detailed treatment. A list of subjects available will be sent upon request.

Outstanding among the special aids issued by the Program Service have been *A Chairman's Guide*, which gives practical advice on planning, organizing, and conducting a discussion program, and *A Speaker's Notebook*, containing helpful suggestions for novice and veteran speakers alike.

WOMEN'S JOINT CONGRESSIONAL COMMITTEE, YWCA, 17th and K Streets, N.W., Washington 6, D. C. *Chairman*

Unique among women's organizations

in the United States. Founded in 1920. Supported by more than 20 of the largest women's organizations, each of which is represented on the Committee by one delegate and one alternate. Purpose: To study federal legislation that concerns the public welfare and to keep member groups informed on measures pending in Congress. Serves as a clearinghouse only and does not itself promote specific measures.

### MUSEUMS

Arranged alphabetically by names of museums under the four main categories: *Art, History, Natural History, and Science*, with a brief supplemental listing of museums, having collections of varied resources.

#### *Art*

ALBRIGHT ART GALLERY, 1285 Elmwood Avenue, Buffalo 9, New York *Curator of Education*

Adult education program is designed to interpret to the public the Gallery's permanent collections and current loan exhibitions and to give a broader understanding and enjoyment of art in general. Gallery gives regularly scheduled lectures, free to the public; also special talks for groups by appointment.

The Albright Art School, sister institution of the Gallery, offers evening courses for adults not registered in the regular day courses.

ART INSTITUTE OF CHICAGO, Adams & Michigan Avenue, Chicago 3, Illinois *Secretary*

Founded in 1879 as the Chicago Academy of Fine Arts. Name changed 1882. Original purpose—to serve as art museum and art school—unchanged. Department of Education of the Institute arranges special lectures for the public, which are related to current activities in the museum. Illustrations, color and black-and-white,

are used for the lectures; many of which are held in the galleries in front of original works of art. The *Bulletin* of the Art Institute of Chicago, published frequently during the season, informs members and public of current activities.

BALTIMORE MUSEUM OF ART, Wyman Park, Baltimore 18, Maryland

Discussions, lectures, demonstrations, docent service for adult education groups. Information and advice to the public on art objects, guidance in matters of professional art training. Lantern slides, reproductions and three-dimensional material lent to churches and clubs. Guidance given to club members who present art talks to their own groups. Monthly showings of foreign and domestic feature-length film classics, underlining the best qualities of the film as a new art form.

BROOKLYN MUSEUM, Eastern Parkway, Brooklyn 17, New York *Curator of Education*

Sunday and week-day gallery talks. Single lectures or courses arranged for clubs at their request. Concerts. Courses for teachers on uses of the Museum. Documentary or special films on Saturdays, Sundays, holidays. Loan material available, free or for small fee: slides and plates; films; original American prints; recordings of folk, primitive, and classical music; original exhibition material.

CINCINNATI ART MUSEUM, Eden Park, Cincinnati 6, Ohio *Director*

Established in 1880. Houses paintings and prints of all important periods and recent acquisitions of ancient sculpture. Educational activities include museum talks and tours, and public use of a museum library, containing lantern slides, photographs, and more than 15,000 books. Open-house is held Tuesday nights, when outstanding motion pictures are shown free to the public.



CITY ART MUSEUM OF ST. LOUIS, Forest Park, St. Louis 5, Missouri *Secretary*

Voted into existence by the people of St. Louis and supported by taxation as a public educational and cultural service. The range of the Museum covers 30 centuries and includes not only paintings and sculpture but the decorative arts as well. Gallery talks given by members of the educational staff deal with all fields of artistic endeavor for all educational levels. Talks on specified subjects are given by appointment.

CLEVELAND MUSEUM OF ART, Cleveland 6, Ohio *Curator of Education*

Courses for museum members in art history and appreciation. Nonvocational studio courses in drawing, painting, crafts. Free gallery talks, auditorium lectures, concerts. Dance, film, and stage programs. Circulating exhibits to institutions. Publications include museum *Bulletin*; catalogues; periodicals; and reports on art education, aesthetics, psychology of art. Special educational exhibits in museum galleries. Talks and aid to clubs and study groups.

CORCORAN GALLERY OF ART, 17th Street and New York Avenue, Washington, D. C. *Lecturer*

Provides guided gallery tours; also a program of talks and discussions designed to develop an attitude toward art, which should contribute to the intelligent use, enjoyment, and evaluation of art objects wherever found.

DALLAS MUSEUM OF FINE ARTS, Fair Park, Dallas 10, Texas *Director*

Established 1903, under the auspices of the Dallas Art Association. In recent years adult section of the Museum's Education Department enlarged to satisfy many requests. New classes in life drawing, painting, sculpture and ceramics taught by artists of established reputation. Adult

classes offered at convenient hours for students and artists unable to attend the regular week-day classes. A varied program of important exhibitions in the Museum galleries provides stimulating interest for all.

DENVER ART MUSEUM, City and County Building, Denver, Colorado *Director*

Incorporated in 1917 as art association; in 1923 as museum. Adult education program consists of lecture series, motion pictures, workshops and demonstrations on the subjects of art history, art appreciation, instruction in creative art and craft, understanding of cultures of all peoples.

DETROIT INSTITUTE OF ARTS, Detroit 2, Michigan *Curator*

Founded as the Detroit Museum of Art in 1855. Since 1893, has carried on educational work in art history; art appreciation; and related subjects, such as crafts, architecture, music. Provides public lectures, special talks for groups, and private counseling in all matters related to art.

LAYTON ART GALLERY AND LAYTON SCHOOL OF ART, Milwaukee 2, Wisconsin *Director*

Layton Art Gallery was opened to the public in 1888. Part of the Gallery's permanent collection of paintings is on view in the building continuously; part of it has been transferred to public educational institutions on indefinite loans.

The Gallery has rotating shows of contemporary art in one of its rooms throughout the year. Tours are arranged for groups, children or adult, day or evening, upon request. Gallery talks on many art subjects are given to clubs upon request. The Gallery also gives help on various art subjects to organizations throughout the state and works with many local groups. Since 1920, it has cooperated with the Layton School of Art, which gives a four-year course of professional art training.

**METROPOLITAN MUSEUM OF ART**, Fifth Avenue & 82nd Street, New York 28, New York *Director*

Collections of representative works of art from nearly every phase in history of civilization. Free lectures. Lecture courses and gallery talks. Free concerts. Study rooms for students. Curatorial consultations. Lending collections of slides, photographs, reproductions, etc. (small fee charged). Publishes handbooks, catalogs, leaflets, monthly bulletin. Gallery tours, special exhibitions, and music programs at the Cloisters, branch of the Metropolitan, at Fort Tryon Park, New York City.

**MINNEAPOLIS INSTITUTE OF ARTS**, Minneapolis, Minnesota *Director of Education*

Evening lecture courses and gallery talks on subjects related to art and travel; Sunday programs of moving pictures and lectures; daily gallery talks on special exhibitions and permanent collections. Day-time and evening talks for special-interest groups; extension lectures to organizations throughout the city; radio programs. Provides circulating exhibitions; educational publications; educational exhibitions.

**MUNSON-WILLIAMS-PROCTOR INSTITUTE**, 312 Genesee Street, Utica 4, New York *Secretary*

An endowed institution, incorporated by the New York State Education Department in 1919. Adult classes are held from October through May—subjects, painting, ceramics, sculpture, folk dancing, weaving, tapestry-making, diction, etc. Teachers in the School of Art are professional artists; other teachers are individuals chosen for their competence in their subject.

**MUSEUM OF ART, RHODE ISLAND SCHOOL OF DESIGN**, 224 Benefit Street, Providence 3, Rhode Island *Director of Education*

Established in 1877, one of the purposes

being "the general advancement of public art education by exhibition of works of art, and by art school studies, and by lectures on art." Adult program is to offer each year: (1) A beginners' course in the enjoyment of art—a kind of "great works of art" course; (2) one or two courses directly related to the Museum's collections, teaching history in terms of artifacts; (3) incidental lectures and gallery talks; (4) intercultural education, efforts to interest cultural groups of foreign birth or ancestry in the artistic evidences of their own tradition and in those of their adopted land.

**MUSEUM OF FINE ARTS, DIVISION OF EDUCATION**, 465 Huntington Avenue, Boston 15, Massachusetts *Head, Division of Education*

Painting, design, various courses in history of art and aesthetics, daily gallery talks, illustrated lectures, and demonstrations of arts and crafts. Adult education counseling, mainly of an avocational nature.

Visual education aids are the major part of the program, and in some of the classes where the creative aspect is considered demonstrations with material form a large part of the activity.

**MUSEUM OF MODERN ART**, 11 West 53rd Street, New York 19, New York *Secretary*

Constantly changing exhibitions of painting and sculpture, not only the best in contemporary art, but also its early masterpieces. Gallery lectures at frequent intervals. Postwar Art Center for veterans, who are invited to join a group in which they can sketch, paint, and model under guidance of skilled artists and craftsmen, talent or previous experience not essential. A class for adults, "Understanding Modern Painting by Painting," is conducted by means of lectures, discussions, and exercises in various media.

NATIONAL GALLERY OF ART, SMITHSONIAN INSTITUTION, 6th Street and Constitution Avenue, Washington 25, D. C.  
*Director*

Established by Act of Congress March 24, 1937, and opened to the public on March 17, 1941. General purpose: To assemble and maintain a national collection of paintings, sculpture, and the graphic arts, representative of the best in the artistic heritage of America and Europe. Specific purpose of the Educational Department: To provide information, guidance, and instruction regarding the Gallery's collections, and to support efforts throughout the nation relating generally to art education.

To both individuals and groups, the Gallery offers adult educational counseling, vocational counseling, reader's advisory services, information, and conferences. The regularly scheduled program is designed for the general public. Individual groups may arrange for special guidance, lectures, or conferences, which are designed for their particular needs. Among the most successful features of the program is the ten-minute, noon-hour talk on "The Picture of the Week," a discussion concentrated on one painting each week.

SAN FRANCISCO MUSEUM OF ART, WAR MEMORIAL CIVIC CENTER, San Francisco 2, California  
*Director*

Courses in art understanding, art history and techniques, with special application to contemporary period, but in historical perspective for lay public.

SEATTLE ART MUSEUM, Volunteer Park, Seattle 2, Washington

Motion picture programs showing films on art and travel, free to public; also free docent service. Regular semi-monthly lectures on various phases of art.

SOCIETY OF LIBERAL ARTS, JOSLYN MEMORIAL, Omaha 2, Nebraska  
*Director*  
Offers moving pictures, popular lectures,

and concerts every Sunday. The Museum furnishes space for painting classes, which meet in the museum building by arrangement between instructors and students.

SPRINGFIELD MUSEUM OF FINE ART, 49 Chestnut Street, Springfield 5, Massachusetts  
*Director*

Conducts: (1) Commercial Art Class twice weekly in cooperation with the Springfield Adult Evening School; (2) advanced course in drawing and painting at the Museum; (3) special art classes at Museum; (4) lecture series on the United Nations in cooperation with Springfield College and Adult Education Council; (5) amateur drama activity in cooperation with Springfield Playhouse; (6) series of lectures on "Utilizing Museum Material," primarily for school teachers; (7) Veterans' Guidance Clinic at Museum, in cooperation with Springfield College.

SYRACUSE MUSEUM OF FINE ARTS, 407 James Street, Syracuse 3, New York  
*Director*

First free art class for adults in Syracuse organized by the Museum for unemployed groups in 1932. During World War II, a free weekly sketch class was conducted for men in the armed services. Since the close of the war classes in fine arts and crafts have been held in Museum in cooperation with Adult Education program of Syracuse Board of Education.

TOLEDO MUSEUM OF ART, Toledo 2, Ohio  
*Director*

Founded in 1901 to maintain a museum of art and a program of art. Offers courses in design, art history, art appreciation, art teacher training, drawing, painting and various applications of art and music.

UNIVERSITY MUSEUM, UNIVERSITY OF PENNSYLVANIA, 33rd and Spruce Streets, Philadelphia 4, Pennsylvania  
*Director*

A museum of art and archaeology, which offers a special service for all or-

ganized groups. Arrangements may be made for talks, free of charge, in any of the Museum galleries, with special emphasis on the particular interest of the group. A room is available for business meetings.

Original materials (objects), pamphlets, study outlines, program suggestions, film strips, motion pictures, bulletins, etc. are all supplied by the Museum.

**WALKER ART CENTER**, 1710 South Lyndale Avenue, Minneapolis 5, Minnesota *Director*

The Walker Art Center is an educational institution for adults. Changing exhibitions and installations of permanent collections are designed to tell the highlights of a "story" about the art displayed. Dramatic arrangement and lighting set off art objects to best advantage. Short, legible, nontechnical captions interpret exhibits for the layman visitor. In this way, many more individuals are reached than could be reached with traditional exhibitions explained at intervals by docents giving gallery tours.

Exhibitions emphasize the contemporary arts in both the fine and applied fields. Local art production is stimulated by continuous displays and regional annuals. The Everyday Art Gallery, with constantly changing exhibitions and reference-reading lounge, critically examines the field of modern design and presents its findings to the public.

The Walker Art Center School offers full-time courses in painting, drawing, sculpture and commercial art. Classes are open also to persons for whom art is an avocation.

**WALTERS ART GALLERY**, Baltimore 1, Maryland *Director*

A few announced lectures during year in connection with special exhibitions. Bulk of adult program consists of activities planned to suit needs and wants of organized groups within the community.

Special attention given to cooperation with Parent Education Classes conducted by Baltimore Department of Education. Numerous popular publications. Occasional concerts.

**WILLIAM ROCKHILL NELSON GALLERY**, Kansas City 2, Missouri *Director*

A gallery with general works of fine arts, established in 1933. Provides lectures and gallery talks on the arts, and assists in preparing club programs for groups that meet at the Gallery and elsewhere. Has a library and collection of lantern slides, not circulated outside the Gallery.

**WORCESTER ART MUSEUM AND SCHOOL OF THE WORCESTER ART MUSEUM**, 55 Salisbury Street, Worcester 2, Massachusetts *Director*

Incorporated in 1896 as a charitable organization for the benefit of the citizens of Worcester. Evening classes for adults in drawing and painting. Evening lecture courses. Also offers special programs of fine arts films for members.

### *History*

**MUSEUM OF THE CITY OF NEW YORK**, Fifth Avenue at 104th Street, New York 29, New York *Educational Supervisor*

A privately endowed institution, partially tax-supported. Opened in 1932. Organized to portray the history of the City of New York through dioramas, costumes, prints, etc. Illustrates all phases of life in a great metropolis. Hence, displays early historical collections, costumes; theatrical collections; transportation by land and sea; fire fighting; toys, military collections, prints, photographs; current modern exhibitions of art. Special lectures arranged; concerts; fashion shows; motion picture programs; radio; museum tours; women's club meetings.

**NEW YORK HISTORICAL SOCIETY**, 170 Central Park West, New York, New York *Director*

Founded in 1804 to "collect and pre-

serve whatever may relate to the natural, civil, or ecclesiastical history of the United States in general and of this State in particular . . ." Program of lectures, gallery talks, etc. Instructional aids include original objects from the Society's collections, enlarged photographs, lantern slides and film slides.

NEW YORK STATE HISTORICAL ASSOCIATION,  
COOPERSTOWN, New York *Director*

Organized and chartered in 1899, with headquarters at Ticonderoga, New York where it still maintains a museum of history. Conducts a summer institute for American history courses at Cooperstown; also an institute of rural life at the Farmers Museum, Cooperstown. Holds an annual meeting and conference at a selected town or city in the State at which papers presenting the results of recent historical investigation are read.

OHIO STATE ARCHAEOLOGICAL AND HISTORICAL SOCIETY, 15th Avenue and High Street, Columbus 10, Ohio *Director*

Established in 1885. Fields covered: History, archaeology, and natural history of Ohio. Visual and auditory education for all age levels. Research in these fields, but no academic courses.

Services offered: Guide and lecture service to visiting groups; lectures by staff members outside Museum; special lecture series at Museum by authorities; advice and assistance to research students and to Historical Societies of the State; a program of special educational and historical exhibitions; assistance with conference groups.

### *Natural History*

ACADEMY OF NATURAL SCIENCES OF PHILADELPHIA, 19th and Parkway, Philadelphia 3, Pennsylvania *Director of Education*

Conducts "Expeditions for Everyone," field-trips arranged primarily for adults.

Object of each expedition is to observe some natural feature at close range. Leaders of the expeditions are Academy staff members, experienced in interpreting natural history in an interesting nontechnical way. "Expeditioners" are invited to use the Academy's resources—exhibits, library, illustrated lectures, adult courses. Natural history courses in bird study, shells, swamp life and minerals, generally offered in cooperation with Junto.

AMERICAN MUSEUM OF NATURAL HISTORY,  
Central Park, West at 79th Street, New York 24, New York *Director*

Popular lectures on science and travel; lectures and moving pictures for special groups; courses for teachers in cooperation with universities of New York; lending collections of specimens and habitat groups, books, films, slides, photographs, etc., guided tours by appointment.

THE CHICAGO ACADEMY OF SCIENCES, Lincoln Park at Clark Street and Ogden Avenue, Chicago 14, Illinois *Assistant to Director*

Organized in 1857 for the "promotion and diffusion of scientific knowledge." The Museum exhibits show the natural history of the Chicago region, both as it is now and as it was before the advent of civilization. Free lecture series of a popular nature are offered on various phases of natural history on Sunday afternoons during the fall and winter months. From time to time, conferences on various aspects of natural history are arranged. A reading room is maintained for the public in which books and periodicals on natural history are available. A technical library is also maintained and is available for use by qualified students.

CHICAGO NATURAL HISTORY MUSEUM,  
Roosevelt Road and Field Drive, Chicago 5, Illinois *Director*

Chicago Natural History Museum was organized by a group of representative

citizens of Chicago in 1893, under the name Columbian Museum of Chicago, changed to Field Museum of Natural History in 1905, and to its present name in 1943.

The subject matter of the Museum is divided for convenience into four main departments of geology, botany, zoology, and anthropology, each with several divisions, and all represented by exhibits in the Museum's halls.

The Museum offers free guide-lecture service to groups of people, on scheduled daily tours of exhibits, and on special topics, by prior arrangement, to groups of ten or more. Two series of eight or nine illustrated lectures for adults are given each year in the spring and fall on Saturday afternoons. During seven winter months of the year, special, dramatized lectures for adults are given on Sunday afternoons. The large reference library of the Museum is open to the public. A bookshop for the sale of reliable books on natural history is maintained as a public service. Popular leaflets on many subjects in the field of natural history are published by the Museum for sale at low cost. The Museum is the meeting place for two science clubs that have monthly meetings in the evening.

Agreements for collaboration with two of the large neighboring universities have resulted in an exchange of staff and faculty members; the transfer of certain university courses of instruction to the Museum; and the promotion of graduate student research on Museum collections. Opportunities for training in museum methods are open to qualified volunteers with special interests.

**CLEVELAND MUSEUM OF NATURAL HISTORY,**  
2717 Euclid Avenue, Cleveland 15, Ohio  
*Curator of Education*

Incorporated December, 1921, as a Museum of Natural History. Has contracts with the Cleveland Metropolitan Park Board and the City of Cleveland to con-

duct nature education programs in the Metropolitan and City Parks. Subjects offered are all in the realm of natural history. The entire educational program is an informal one. Services include the guidance of field trips, and counseling in connection with the pursuit of hobbies, travel, or reading.

**COLORADO MUSEUM OF NATURAL HISTORY,**  
City Park, Denver, Colorado *Director*

Owned and maintained by the City of Denver, but controlled by a Board of Trustees. Has extensive panoramic exhibits of the animal and plant life of North and South America. Offers Sunday afternoon lecture series, featuring explorers, photographers, and naturalists and an evening "Nature on the Screen" series.

**MUSEUM OF NATURAL HISTORY,** Springfield, Massachusetts *Director*

Purpose of museum to promote interest in and disseminate knowledge of natural science. Five planetarium demonstrations each week. Frequent outside talks by staff members before church and club groups. Public lecture courses at the museum.

### *Science*

**THE BUFFALO MUSEUM OF SCIENCE,** Humboldt Park, Buffalo 11, New York *Editor of Hobbies and Popular Publications*

In the late fifties of the nineteenth century, a handful of young men banded together to talk and think over the burning scientific questions of the day. As a result of these informal discussions, the Buffalo Society of Natural Sciences was organized in 1861. Year by year, the Museum has brought a knowledge of the world in which we live to an ever-widening circle of men, women, and children. The services offered by the Museum include bureaus of information on gardens, travel, youth hostels, and lectures; Craft Institutes; Photographic Salons; natural history and anthropological identification; astronomy observatory; museum tours; school

tours; research and lending libraries; an extensive film library; other lending collections, including slides, mounted pictures, maps, flags, projection equipment, music recordings, scores, and sheet music. The Museum and its services are open to the public every day in the year except Christmas. There are programs for adults and children; and no discrimination is made as to age, sex, religion, race, or occupation.

From 1929 until the beginning of World War II, and again since the fall of 1946, the Museum has offered a training course in museum methods. Graduates of the Museum Training Course have taken responsible positions in many museums, not only in the United States, but in numerous foreign countries. As a result, the influence of the Buffalo Museum of Science is manifested throughout the world.

CHICAGO MUSEUM OF SCIENCE AND INDUSTRY, 57th Street at Lake Michigan, Chicago 37, Illinois *President*

Theme of Museum: "Science discerns the laws of nature; industry applies them to the use of man." Over eight acres of dynamic, moving exhibits. Among outstanding features are full-sized coal mine, a print shop, a gray iron foundry, and a section of a farm. Communications exhibits in telephone research, radio, and radar. Special features, including "Christmas around the world," which is given each December.

FRANKLIN INSTITUTE, Benjamin Franklin, Parkway at 20th Street, Philadelphia 3, Pennsylvania *Director*

Founded 1824, to promote science and mechanic arts, sponsor industrial and technological development, sponsor museum of science and industry, planetarium, etc. Consultations with individual teachers and groups, prepares and distributes teaching aids, helps to devise new techniques.

NEW YORK MUSEUM OF SCIENCE AND INDUSTRY, 30 Rockefeller Plaza, New York 20, New York *Director*

Presents the latest developments in science and industry against background of historical material and modern industrial activities. Fields of industry include foods, housing, textiles, transportation, communications, electrotechnology, photography, chemical industries, etc. Exhibits chiefly of the operating type. Demonstrations and motion pictures used.

### *Varied Resources*

ALBANY INSTITUTE OF HISTORY AND ART, 125 Washington Avenue, Albany 6, New York *Director*

A direct development of the Society for the Promotion of Agriculture, Arts and Manufacturing, founded in 1791. The organization today is an art and history museum, specializing in the arts and crafts, past and present, of the Upper Hudson Region. It is an active civic center.

Displays exhibitions of arts, crafts, history. Offers classes in art for adults and children. Conducts extension work with libraries, schools, and organizations. Serves as an information clearinghouse, arranging conferences, talks, lectures, and exhibitions on special subjects.

DE YOUNG MUSEUM, Golden Gate Park, San Francisco, California *Associate Director of Education*

The De Young Memorial Museum, in the true sense of the word, is the "people's museum" of San Francisco. Its popularity is due partly to the great variety of its collections which, to the non-art-minded, as well as to lovers of the arts, offer many exhibits of interest.

The Museum owes its origin to the California Midwinter Fair of 1894, the first international exposition held in the State. The permanent collections include works of art from almost every period and country. California's colorful history is illus-

trated by early paintings, prints, and maps; by a set of faithfully reconstructed original interiors; and by an extensive collection of costumes worn by California women. A well-rounded collection of ship models, ship pictures, and other nautical material relates to San Francisco's significance as a port.

Lectures and gallery tours are related to the exhibition material in the several fields. Courses are given in art history and appreciation; ethnological subjects; fashion and style as reflections of social development; esthetics, etc.

ESSEX INSTITUTE, Salem, Massachusetts  
*Director*

Organized in 1848 by the union of the Essex Historical Society and Essex County Natural History Society; its purpose, the promotion of a knowledge of history, science, and art. Offers lectures to the public by well-known commentators. Gives adult courses in the study of furniture, china, glass, dolls. Also gives harpsichord concerts and promotes other musical programs.

MILWAUKEE PUBLIC MUSEUM, Milwaukee  
3, Wisconsin *Associate Curator of Education*

Organized as a Natural History Museum, has expanded to include history, and the various divisions of science. Provides slides and films on science and also on academic and vocational subjects. Some are on industrial practices, health, travel, and recreation. Besides slides and films, offers guide services in museum halls, nature trips, lectures, and general information on hobbies.

MUSEUM OF NORTHERN ARIZONA, Flagstaff, Arizona *Director*

Founded 1928 by Northern Arizona Society of Science and Art. A living educational institution, which presents ideas rather than things. It strives to tell a coordinated story of Northern Arizona,

through its geological collections, its animals and plants, and the history and activities of the human inhabitants, living and prehistoric, of the plateau region. The Museum's program for the maintenance of modern Indian Arts links the past with the present.

Its exhibition halls display natural history collections, archaeology of the region, and Indian arts correlated to tell the story of the great plateau region of Northern Arizona.

A gallery and large patio afford space for the special exhibitions of art and science which are held monthly during the summer season.

The Museum publishes quarterly *The Plateau*. Each number contains three authoritative popular accounts of some phase of Northern Arizona's history, ethnology, archaeology, geography, geology, or biology. A series of Bulletins appear at irregular intervals.

NEWARK MUSEUM, 49 Washington Street,  
Newark 2, New Jersey *Director*

Chartered in 1909 "for the reception and exhibition of articles of art, science, history and technology, and for the encouragement of the study of the arts and sciences." Offers recreational and educational facilities to business and industry; to schools, churches and the public, through changing exhibitions of many kinds; workshop programs in art, natural science and the crafts for the lay public; concerts of fine music; films, lectures and gallery talks; study collections; lending collections; reference library.

Services include docentry services to clubs, classes, and other groups that visit the Museum; talks to groups on the Museum and subjects with which the Museum is concerned; and an Arts and Crafts program offered to adults, which has been enlarged since the ending of World War II. In the Arts Workshop and Natural Science programs no previous experience is necessary. In the Arts Workshop each



member works with materials of his choice, provided by the Museum.

ROCHESTER MUSEUM OF ARTS & SCIENCES,  
657 East Avenue, Rochester 7, New York  
*Director*

A community center, and the headquarters of the Rochester Museum Hobby Council which now has more than twenty hobby groups and adult study clubs meeting in the museum. Museum offers a course in "Sources of Local History for Amateur Historians"; lecture series on scientific subjects, travel, and explorations; and Sunday afternoon programs of educational moving pictures and lectures. The museum is used as a meeting place by many adult educational groups.

### MUSIC

Arranged alphabetically by names of agencies.

AMERICAN GUILD OF ORGANISTS, 630 Fifth Avenue, New York 20, New York  
*Warden*

The only national body of organists. Its objectives are: to advance the cause of worthy church music; to elevate the status of church organists and to increase their appreciation of their responsibilities and opportunities as conductors of worship; to raise the standard of efficiency of organists; and to provide members of the Guild with opportunities to meet for the discussion of professional topics.

ASSOCIATED MALE CHORUSES OF AMERICA,  
15 Broad Street, New York City  
*Secretary*

The Associated Male Choruses, organized in 1924, is devoted to the development of better music and higher standards of musical programs and vocal music in America. Its aim is to develop a distinctive American culture in music and to increase the enjoyment of choral music. It seeks to achieve this aim through the organization

of male choruses throughout the country. It also seeks to develop new writers of music who will be expressive of a true American culture in music.

BACH CHOIR OF BETHLEHEM, 528 N. New Street, Bethlehem, Pennsylvania  
*Conductor*

The Bach Choir was founded in 1888, although not formally organized until 1900, when it performed the Mass in B Minor. Its festivals, held annually in the spring, are devoted exclusively to the choral and instrumental works of Johann Sebastian Bach. The members of the Choir, coming from all classes of the community's society, constitute a unique cross section of American democracy.

BERKSHIRE MUSIC CENTER, Tanglewood, Lenox, Massachusetts  
*Manager*, Symphony Hall, Boston 15, Massachusetts

The Berkshire Music Center offers a six-week session of music study at Tanglewood, under the direction of Dr. Sergei Koussevitzky. The Center has five departments: (1) Orchestral and choral conducting; (2) orchestral and chamber music; (3) composition; (4) opera; and (5) choral singing and ensemble playing. Those who enroll in the Music Center participate in the student orchestra, choruses, chamber music, and operatic groups, acquiring a direct understanding of music as it is written, conducted, played, or sung.

BUREAU OF MUSIC, City Hall, Los Angeles 12, California  
*Music Coordinator*

Established "to nurture, promote, sponsor, and coordinate public interest in music in all its phases and advance the standing of the City of Los Angeles as a musical center." The Bureau has organized and is maintaining youth and adult choruses in about 25 local communities in the city, striving to produce the better choral works. Community sings in many districts also have been organized. This is a pro-

gram of citizenship participation and does not pertain to box office events.

**FLINT COMMUNITY MUSIC ASSOCIATION**, Crapo and Kearsley Streets, Flint 3, Michigan *Executive and Music Organizer*

Organized in 1917 to promote musical participation of every sort on an amateur basis as a means of unifying a finer citizenship. The Association directly sponsors the Flint Symphony Orchestra, Flint Choral Union, and Flint Civic Opera. The Association cooperates with all the churches; coordinates the entire city in its Yuletide Festival in December, and its National Music Week observance in May. Has a large loan library of orchestra, band, and choral music, and books on music and music education; conducts training schools for leadership; cooperates with official adult education program in offering various courses; cooperates with industrial units, nationality groups, racial groups; cooperates with all the other social agencies.

**GRIFFITH MUSIC FOUNDATION**, 605 Broad Street, Newark 2, New Jersey *President*

The purpose of the Foundation is to promote musical enjoyment and education, and the uses of music for bettering relationships between people of different backgrounds. It seeks to achieve its purpose by providing: (1) concerts by world's best artists and concert-groups, including ballet companies, at moderate prices of admission; (2) courses for studio music teachers in teaching and for enhanced musicianship; (3) annual institute for all music educators, church musicians, and others interested in the advancement of music for its human and social values; (4) an all-faith Thanksgiving Festival, a Christmas-Hanukkah "holiday supper party," programs of folk music; (5) a chorus and string orchestra and "chamber music workshop"; (6) courses in music appre-

ciation and harmony; (7) lectures and demonstrations in home music.

**THE MANNES MUSIC SCHOOL**, 157 East 74th Street, New York 21, New York *Director*

A private conservatory of music operating as a tax-exempt nonprofit-making corporation. Its enrollment includes adult amateurs as well as adult students of professional caliber.

**MUSIC EDUCATORS NATIONAL CONFERENCE**, 64 E. Jackson Boulevard, Chicago 4, Illinois *Associate Executive Secretary*

The professional organization of music education in the United States. It serves the interests of all music teachers in the schools, public and private, on all levels, from preschool through the university, and extending into the fields of adult education and community life.

**MUSIC SPONSORS OF ST. LOUIS**, 18th and Market Streets, St. Louis 3, Missouri *President*

A nonprofit organization formed to carry out the following purposes: (1) To broaden the base of music appreciation in greater St. Louis; (2) to sponsor music festivals; (3) to provide recital opportunities for mature artists; (4) to provide similar opportunities for outstanding amateurs; (5) to encourage creative talent; (6) to provide illustrated music lectures together with other musical entertainment in community centers; (7) to establish a bureau of information for those inquiring about music educational opportunities.

**NATIONAL AND INTER-AMERICAN MUSIC WEEK COMMITTEE**, 315 Fourth Avenue, New York 10, New York *Secretary*

The purpose of the National Music Week observance is to encourage music activity and participation throughout the year, by setting aside one week annually, beginning the first Sunday in May, to

focus interest on music development of all kinds.

Music Week is a cooperative project of national organizations. These organizations are musical and nonmusical in the social, civic, patriotic, educational, and recreational fields. The project is entirely voluntary and public spirited. The National Committee maintains contact with local committees throughout the country, gives service through correspondence and consultation, issues publications, arranges for proclamations by public officials.

NATIONAL FEDERATION OF MUSIC CLUBS,  
455 West 23rd Street, New York 11,  
New York *President*

Concerned with the improvement of musical standards in every field including the school, the church, the home, and the community at large, with especial emphasis upon the encouragement of native creative and performing talent.

NATIONAL MUSIC CAMP, Interlochen, Michigan *President*

A nonprofit educational corporation, offering talent-finding and talent-testing activities in music, speech, drama, radio, art, dance, crafts, photography. Affiliated with the University of Michigan which offers courses for college students, teachers, and adults in music and related fields of the arts.

NATIONAL MUSIC LEAGUE, 130 West 56th Street, New York 19, New York *Managing Director*

A nonprofit concert bureau dedicated to discovering and assisting the future musical artists of this country.

OREGON FEDERATION OF MUSIC CLUBS, 403 Fine Arts Bldg., Portland 5, Oregon *President*

Sponsors the National and International Music Week in Oregon, also many other musical projects throughout the State. Presents unusual concerts by its Federated

Adult Choruses to the public at the state fair and other places.

THE PEOPLE'S CHORUS OF NEW YORK, 113 West 57th Street, New York 19, New York *Leader*

The People's Chorus was started in 1916. Its chief objective, expressed in its motto, "Sing to Serve," is to popularize the ability to read music and to sing fluently from notes. In a letter to the leader of the People's Chorus, the late Henry van Dyke wrote: "I feel that the People's Chorus will certainly help to harmonize and unify the emotions and thoughts of the people through the influence of music. Upon the existence of such harmony and unity the happiness and the welfare of our great democracy depend."

TOLEDO MUSEUM OF ART, Toledo 2, Ohio *Supervisor of Music*

Conducts concerts, including visiting symphonies, chamber music groups, organ recitals, and concerts by local groups; also music appreciation classes and lectures for children and adults, classes in harmony, music, history, etc.

UNIVERSITY OF CALIFORNIA, MUSIC EXTENSION, Berkeley, California *Head of Music Extension*

In 1946 the University Extension Division of the University of California established a special music division. Cooperation with the San Francisco Conservatory of Music has made possible the development of a program of over thirty courses in music theory, history, and literature, and also choral and instrumental ensembles. These are offered in both the daytime and the evening curricula, making it possible for the employed University student or the amateur to continue studies off-campus. Concerts, institutes, and lecture recitals are presented both on the campus and in outlying areas under the sponsorship of University Extension and

the Committee on Drama, Lectures, and Music of the University.

UNIVERSITY OF MINNESOTA, CENTER FOR CONTINUATION STUDY, Minneapolis 14, Minnesota *Head*

Annual Church Music Institutes are held at the Center, with sessions devoted to the discussion of such topics as "Music as a Part of Religious Education," "Church Music for Country Areas," "Choral Literature and Techniques," etc. Also held at the Center are the Music in Industry Institute and the Marching Band Institute.

### PUBLIC LIBRARIES

Arranged alphabetically by names of the cities in which libraries are situated.

AKRON PUBLIC LIBRARY, 11 S. Summit Street, Akron, Ohio *Director, Group Service Department*

Although adult education services are rendered throughout the entire library system, they are focused in the Group Service Department. This department maintains a speakers' bureau and a film collection, and the staff is continually assisting groups of all kinds in planning programs. Besides suggestions as to form and content for meetings, names of speakers and discussion leaders are furnished, and films are loaned from a collection of 16mm films and 35mm filmstrips.

Institutes, usually held in the Main Library, are conducted in cooperation with church, business, labor, or interracial groups to demonstrate methods of conducting programs and of using visual aids. Group advisers visit labor union meetings and act on various civic committees. Particularly close liaison exists between the Library's Group Service and its Business and Labor reference service.

Two branch libraries are active in the development of neighborhood councils, and these and other branches sponsor occasional discussions in their buildings. The

Group Service Department renders services to the branches and stimulates branch activity.

ANDOVER, MEMORIAL HALL LIBRARY, Andover, Massachusetts *Librarian*

Of particular importance in the present period of world history is the public library's unifying power in the community; its ability to provide a common basis of knowledge and appreciation which will help men and women to build a common life and a common world society. To fulfill this purpose, the library should be as much of an intellectual and informational clearinghouse as possible. This means going beyond ordinary library service in many instances to the community specialists or to people of practical experience. It means, too, that the library should not be content to meet known needs only but that it should seek out unexpressed needs and then try to find some constructive channels for their expression.

In line with this philosophy, questionnaires have been prepared and distributed by the Memorial Hall Library, listing courses which could be given under the joint sponsorship of University Extension and the Library. The resulting knowledge of group interests has been valuable to the Library in the planning of courses and also in other ways.

Series of discussion forums, from six to eight in a series, with the use of films when possible, are sponsored by and held at the Library. In most instances, book lists and book displays are prepared for these meetings. It has seemed important to develop such programs in a neutral place where men and women of diverse backgrounds can meet to discuss matters of supreme importance to all. Courses, individual meetings, and discussion meetings, are held also in the small branch library and occasionally at a focal meeting-point at the edge of the far-flung town.

The Library in Andover cooperates in all ways possible with any community

adult education project, such as the education program that Phillips Academy puts on each year for the whole community. The Library has arranged numerous book exhibits for some of the courses and looks forward to being even more of a contributing factor. Book exhibits have been arranged from time to time for many community groups—PTA, League of Women Voters, church groups, etc.

BALTIMORE, ENOCH PRATT FREE LIBRARY,  
Baltimore 1, Maryland *Assistant Librarian*

The Enoch Pratt Library is completely departmentalized, and advisory service to individuals is one of the functions of the subject departments. Service desk personnel are expected to use every opportunity to turn the casual request to more definite purpose. Special reading lists are compiled when requested.

Help in preparation of programs is also given in the subject departments. In some departments individual staff members are assigned to work with specific groups, such as churches and child study groups, or a committee from two or more departments may cooperate to stimulate and carry on projects with specific groups. In these cases the committee keeps in contact with the group in the program-planning stage, prepares book lists for leaders and for the group, plans exhibits for city-wide meetings, arranges for book reviews for member groups, and secures time on the program to talk about library services.

The Library has helped to initiate leadership conferences, and library staff members have been active in planning the programs and in participation. Lists and exhibits are always prepared. The Library called the first meeting to suggest the formation of an adult education council, and a staff member was the first president. The Education Department maintains a subject index to adult education courses offered in the city.

Programs of recorded music are occa-

sionally arranged at the Central Library and in a few of the branches. There are also occasional programs of poetry recordings with comment. Noon-hour talks on current problems are held weekly from September to May to attract people during their lunch hours. Exhibits and short printed lists encourage follow-up reading. Film showings with comment are also a noon-hour activity. Twelve large windows across the front of the Central Library are used for exhibits which are changed at three-week intervals. They feature current events, special subjects, new books by local authors, local cultural and educational projects, and are always tied in with reading materials.

Parent-education groups are regularly scheduled for visits to the Library and for book talks. At times special series of evening talks are arranged in cooperation with other adult education agencies, such as the Business and Professional Women's Club, the Adult Activities Council, the Child Study Association, etc. The Maryland Academy of Sciences features a weekly meeting in the library auditorium, usually with film showings. A reading list is prepared for distribution at each of these meetings. A similar arrangement exists with the Federation of Women's Clubs, which has a regular series of lectures on international topics. A significant postwar project, arranged in cooperation with various local organizations, was an Atomic Energy Institute which included lectures, booklists, exhibits, and film showings. A follow-up program provided study kits for discussion groups at different levels.

BINGHAMTON PUBLIC LIBRARY, 78 Exchange Street, Binghamton, New York  
*Head of Reference Department*

Through its Reference Department, Binghamton Public Library gives help to individuals in planning reading lists and to organizations in planning and working

out their programs. The Library has a weekly 15-minute broadcast over Birmingham WINR.

**BUFFALO, THE GROSVENOR LIBRARY,** Franklin and Edward Streets, Buffalo 2, New York *Director of Public Relations*

The Grosvenor Library is a municipally-supported noncirculating reference library. Its greatest contribution to adult education is its service to the ever-increasing number of individuals who come to the Library to make use of its collections, and who call for information by telephone. The Library does, however, offer the following group services in special fields.

It maintains a large collection of phonograph records, most of which may be used by the public, individually or in groups, at the Library. The use of phonograph records in learning foreign languages has developed rapidly at the Grosvenor since it was initiated in the summer of 1944 with the purchase of courses in Spanish and Russian. The Library has since added Italian, Polish, French, German, Hebrew, Portuguese, and Irish. Two rooms and two phonographs are reserved entirely for users of language records. Listening to both music and language records is by appointment.

A weekly radio program, 45 minutes of recorded classical music, is put on by the Grosvenor Library Music Department. The Head of the Department makes up the program and gives brief program notes. Each winter, the Music Department also offers to the public, without charge, a series of recitals by local musicians.

The Grosvenor joined with the Buffalo Public Library and the University of Buffalo in sponsoring "Great Books" discussions, which were initiated and financially supported by the individuals who comprised the discussion group.

**CHARLOTTE, PUBLIC LIBRARY OF CHARLOTTE AND MECKLENBURG COUNTY,** 310 N.

Tryon Street, Charlotte 2, North Carolina *Librarian*

Some of the most significant illustrations of library adult education arise from simple instances of an adult's borrowing and reading an important book. Recently, in a meeting of the Executive Board of the Charlotte Council of International Relations, a leading lawyer of the city told of a stimulating and provocative discussion that had occurred in his own home between himself and a radio serviceman, who had just been reading Emery Reves' *The Anatomy of Peace*, which he had borrowed from the Library. The importance of such instances is multiplied when the reader happens to be a minister or a public speaker.

The Public Library of Charlotte and Mecklenburg County contributes in various ways to the more generally recognized types of adult education. In addition to its regular advisory service to individuals, it provides a group service including the annual publication of "Program Suggestions for Clubs and Study Groups," which recommends program topics, discussion outlines, supplementary reading, and pertinent films. The Library has also compiled and issued a "Directory of Clubs and Organizations in Charlotte and Mecklenburg County."

Other library publications are a "Reading List on Sex Education," prepared in cooperation with the city Health Department; a short list of business books, which appears each week in the "Bulletin of the Merchants' Association"; and a general booklist, "Readers' Choice of Best Books," published monthly except in July and August, to assist individuals in selecting books to meet their personal tastes and needs. Each issue of "Readers' Choice" describes and recommends about fifty new books that have been chosen by recognized authorities and readers' advisers.

The Audio-Visual Division of the Library makes available to groups and indi-

viduals films and projectors, filmstrips, and 2x2 slides. Special films not regularly obtainable at the Library will be procured upon request. In addition to its film list, the Library has compiled an "Audio-Visual Manual" to serve as a guide to libraries that wish to establish and operate an audio-visual service.

A personalized Library and Vocational Service for Veterans offers vocational guidance information, help in the choice of a college or trade school, and information on home building and domestic relations, as well as advice in the selection of personal and professional reading.

Talks by staff members, which are given to many groups at various types of meetings, have proved to be an effective way of extending the Library's influence and making its educational services more widely known.

CHICAGO PUBLIC LIBRARY, ADULT EDUCATION DEPARTMENT, 78 E. Washington Street, Chicago 2, Illinois *Director, Adult Education Department*

The Adult Education Department serves the special needs of all adult readers, including the young adults, teachers, students and leaders of adult education, clubs, informal study groups, personnel directors in industry, counselors and vocational guidance agencies, veterans, speakers, and discussion leaders. The Department was set up in 1923 to minister to individuals and groups wanting to pursue special study, but its services have expanded to include a wide variety of activities.

Individual reading courses are compiled, and counseling is given to clubs and informal groups. The group counseling includes the suggestion of program topics, speakers, suitable films, discussion leaders, and publicity devices, as well as recommended reading. The two major trends in recent years have been closer coordination with adult education programs of other agencies and the making of current edu-

cational materials more easily available through the sale of pamphlets and special card files. Coordination is promoted by library staff members who participate actively in the programs of various local councils, committees, and other groups. Coordination is also strengthened by providing up-to-date information on the programs of local adult education agencies and where particular subjects are being taught. Many cooperative adult education ventures have originated with the librarians, and meetings are held in library quarters.

Three of the most thorough and rewarding jobs of active participation in adult community projects have been the work of the Veteran's Information Bureau, the selling of pamphlets, and the "Great Books" classes conducted in branch libraries.

Preparation for veterans' needs necessitated the purchase and organization of materials on demobilization and vocational education and general educational information of interest to veterans, as well as materials for counselors.

Pamphlet selling was begun in 1943 to make available to the public publications of research and government organizations. A collection of 60 titles has grown to over 600; and borrowers and buyers who at first consisted mainly of casual passers-by now include group leaders who use the pamphlets in connection with talks, discussions, film forums, and university classes in the social studies.

The "Great Books" experiment has been the most dramatic, most ambitious, and most rewarding of the three community projects and indicates also a permanent service. In addition to the "Great Books" classes, panels, film forums, and book reviews are provided, all with incidental discussion. Other activities are flourishing historical societies; clubs for amateur writers, photographers, collectors, etc.; workshops; and exhibits. Ten branches have Young Adult groups which carry

on all their own activities with a staff adviser.

No opportunity is lost to make use of audio-visual aids. There is a carefully planned program of exhibits; records enhance the weekly public programs when possible; and often a branch program is based on a radio talk. Where possible, several educational techniques are used in presenting one program.

CINCINNATI PUBLIC LIBRARY, 629 Vine Street, Cincinnati 2, Ohio *Director, Reader's Bureau*

Since the beginning of the adult education movement, the Cincinnati Public Library has cooperated with the majority of adult education activities in the city. The Library was one of the original organizers of the Adult Education Council of Cincinnati. The Director of the Reader's Bureau has been on the Board of the Council since its inception, has served on many of its committees, and has been a member of the local Vocational Guidance Association.

The Reader's Bureau, with a staff consisting of a director and two professional assistants, prepares reading courses, reading lists, outlines for individual study, programs for study groups, and suggested topics and source materials for discussions. The Reference and Fine Arts Departments assemble material for club papers and generally assist individual club members.

One of the most valuable assets of the Reader's Bureau is a Vocational Information Service with an up-to-date file of all available printed material on job descriptions and requirements, average salaries, steps of advancement, apprentice programs, and schools for vocational training in the United States. This service has been of great help to vocational and educational counselors, to students deciding upon a future career, to adults seeking employment or advancement, and to veterans. For tests and professional counsel-

ing, users of the service are referred, of course, to the proper agencies.

Special indexes are maintained in the Reader's Bureau which refer to materials on subjects of current interest or major problems that face the community. As soon as there are indications that public attention is becoming focused on a particular subject or issue, it is minutely analyzed from every angle, and all relevant material is brought together, thus not only clarifying the subject but also preparing the library staff to meet with confidence the oncoming demand for information.

Close cooperation is maintained between the Library and the Adult Education Council of Cincinnati, which has an office in the library building, adjoining the Reader's Bureau. The Council publishes an annual directory of vocational training facilities and a directory of adult educational opportunities.

For several years the Library has been giving film information to groups and, in cooperation with the Adult Education Council, it screens films and helps to build programs based on them. It also actively participates in program-planning conferences. A Films and Recordings Center has been organized to give special aid to adult groups in developing programs that make educational use of slides, filmstrips, films, and recordings.

Branch libraries are beginning to experiment with forums.

CLEVELAND PUBLIC LIBRARY, 325 Superior Avenue, Cleveland 14, Ohio *Supervisor, Adult Education Department*

Integrating the public library into the big pattern of community activity in the field of adult education is the *sine qua non* of any effective library program of adult education. In Cleveland the process of integration started as an active outgoing program of approaching and working with every type of group that could possibly be reached. As a result, the Li-



brary has achieved a quite high degree of community-centeredness. Now not only is the Library going out to reach the community, but the community is also coming to the Library to an amazing and thrilling degree. Through the years the Library has accumulated a large fund of information about the community as a whole—its resources, its activities, types of organizations—which is being increasingly used by the people of the community. Requests for this type of information come from out of town as well.

Opportunities for talking over all sorts of interesting questions and vital issues are being brought into the places where people live, by offering discussions in the neighborhood branches. The Library cooperates with organizations in the community in presenting the subject matter of these discussions. An example is the discussion program running throughout the year in the branches, which is worked out with the Cleveland Council on World Affairs. Other discussion groups, centering their attention upon the "Great Books," have been developed on a wide scale in the Cleveland library system.

Exhibits have been used both in and outside the Library to call attention to books and programs in the Library, to suggest reading matter, and to highlight specific programs going on outside the Library. On a few occasions the Library has had an opportunity to put up displays at national conferences or conventions held in Cleveland, and a great amount of interest from out-of-town visitors has resulted.

In connection with its adult education program, the Library is making steadily increasing use of films, audible materials, and radio.

One of the oldest and most important forms of adult education in the Library is advisory work, not only the advisory service for individual readers, but also the counseling of clubs and organizations of various kinds about their programs and

group reading. Special attention is being devoted in the Cleveland Library to groups of older people—those 65 and over. The aim is to create possibilities for members of this group to meet with one another and with others, to have opportunities for discussion, and to get stimulation for reading. The upward trend in the age of our population makes this a very important field to develop, one that is vital for the welfare not only of the local community but also of our country as a whole.

*DALLAS PUBLIC LIBRARY, Dallas, Texas  
Readers' Advisor*

Adult education activities in the Dallas Public Library are centered in the Readers' Advisory Service and in the Department of Visual Education. Individual staff members hold memberships in local and national organizations whose programs include work in the field of adult education.

During World War II, the Readers' Advisory Service was given over almost entirely to the task of aiding citizens in finding their places in war work and in disseminating technical and occupational information. Outstanding work along these lines was done by the Director of Visual Education.

In the postwar years, emphasis has shifted back to adult education's many peacetime phases. Through the Readers' Advisory Service and the Visual Education Department, the Library provides the following services: (1) Assists readers in selecting reading matter and films; (2) handles publicity for the Library's resources and services; (3) prepares individual study lists for persons interested in reading systematically on any subject; (4) prepares reading lists and film lists for general distribution to library patrons; (5) works with the city's clubs by (a) suggesting topics and programs for study, (b) assisting the officers to prepare the year's program, and (c) gathering together the material for the club papers of individual members; (6) cooperates with the Board

of Education in work with the foreign-born, evening school classes, and adult education classes; (7) maintains an information file of local educational opportunities; (8) maintains an extensive file of vocational information for use of students, veterans, the unemployed, etc.; (9) works with churches; public, private, and parochial schools; hospitals; and community housing centers in planning and producing educational and entertaining film programs; (10) is ready to cooperate with any group interested in adult education and to render any service of which the Library is capable.

DENVER PUBLIC LIBRARY, Civic Center,  
Denver, Colorado *Coordinator of Adult  
Service and Special Projects*

An important trend in modern public library service in large cities has been the development of special reference departments and a divisional arrangement according to subject fields. Library planning for adult education must go beyond such specialization, however. Provision must be made for analyzing community needs and for coordinating the educational work of all departments of the library to meet those needs on a community-wide basis.

To correlate the services of its departments and branches, particularly as these relate to adult education, the Denver Public Library in 1941 created the position of Coordinator of Adult Service and Special Projects. The Coordinator is in fact an administrative assistant in adult education. She represents the Library at meetings of community organizations, and is the official liaison officer with the Adult Education Council of Denver, which is composed of more than 70 cooperating educational organizations and has its central office in the library building. Together with the heads of appropriate departments of the Library, the Coordinator plans and develops a unified adult education program and library services directly related

to individual and group needs for books and information in all parts of the community.

Working under direct supervision of the Coordinator is a special field representative who devotes full time to taking library services to organized groups, such as labor unions, PTA's, business groups, clubs, and university classes.

An important development in the field of adult education has been the organization of the Library's Public Affairs Information Centers at the main building and all the branch libraries. These Centers were started prior to World War II for the purpose of furthering public interest in national and world affairs. During the war they were organized as war information centers and as distributing agencies for official information of the Office of Civilian Defense. Following the war they were developed into Public Affairs Information Centers to meet a crying need for widespread, popular information in the fields of current affairs, citizenship problems, and world cooperation. Each Center has been arranged in a special alcove, because of the expressed desire of the public to have such information concentrated in one easily accessible location, where the busy person can quickly find the newest and best available printed materials, and receive readers' advisory service when he desires it. The Centers cooperate with all adult education groups in the city that are working in the fields of public and international affairs. They plan and set up special exhibits and book displays for group meetings, in addition to keeping organizations informed by mail of new books in the field of their special interests.

DETROIT PUBLIC LIBRARY, 5201 Woodward  
Avenue, Detroit 2, Michigan *Assistant  
Librarian, in Charge of Home Reading  
Services*

The Detroit Public Library took the position some years ago that the popular

education function of the Library could not meet the community's needs through a highly specialized and limited provision for adult education at the Main Library, and that emphasis on this function had to permeate the institution. This position does not eliminate the importance of the subject specialist, but it does add weight to the importance of the neighborhood agency. Furthermore, it assumes that much of the Library's work must be coordinated with active groups or agencies in the community on both a city-wide and neighborhood basis and that librarians have a place and responsibility for participation in community activities at the *planning* level.

Advisory service to individuals is recognized as a major function in all public service agencies, and a special consultation service and individual reading lists are provided in the Home Reading Department at the Main Library, with some requests being referred to the special departments.

The Reference Department provides and maintains a service on club programs which includes guides to program-making on both special and general subjects, aids on discussion techniques, sample programs, etc. Several departments of the Library take active part in the planning and arrangements for general program-planners' institutes. Exhibits are provided for all program-planning bodies.

The Information Center (a continuation of the War Information Center) collects and supplies information about adult education programs and prepares a selected weekly calendar, which is published each Monday in the largest metropolitan daily newspaper. Posters and leaflets advertising approved educational programs of outside organizations are distributed through the Public Relations Division to all library agencies. The Library actively participates in many co-sponsored programs, such as institutes, workshops, discussion series, film forums, etc. These may be held at the

Main Library, branch libraries, or in buildings of other agencies.

Discussion groups, film forums, mothers' clubs, organized book review clubs, special youth programs are all a part of branch library service. In addition to these, library staff members give many talks outside the library buildings on books; on library services, both general and specific; and on resources of special departments. "Great Books" discussion groups organized by the Library have met at the Main Library, in outside agencies, and in branch libraries.

In the course of a year, three or four exhibits of major significance, which often include valuable borrowed materials, are arranged in corridors of the Main Library. Other exhibits at the Main Library are keyed to local events or local efforts in relation to current national interests. Others are regular features in departments and branch libraries.

The Library issues many book lists each year. In addition to separate book lists, there are continuation lists for special groups; for example, a bi-monthly "Occupations List," which goes regularly to personnel departments and counselors to inform them on new materials. Another goes to city departments calling their attention to books, pamphlets, and magazine articles bearing on all phases of the city's work. There is a fifteen-minute weekly radio program on recent books.

A decision to establish an Audio-Visual Division was reached in the winter of 1945-46, and the Division became a reality on July 1, 1946. The materials of the Division consist, in addition to 16mm sound films, of filmstrips, 2x2 slides, records, and transcriptions. The films are administered wholly as a service to groups in program-planning, as are the filmstrips and slides. The records and transcriptions are used both by individuals and by groups. Projected Books, the Division's sixth type of material, are used entirely by handicapped persons. The Library now uses audio-vis-

ual aids extensively in its own agencies. Program chairmen are encouraged to attend a series of Thursday evening public preview sessions, two hours in duration, at which films from the library collection are shown in organized sequence and, in addition, special preview meetings are arranged for staff members.

LA GRANDE PUBLIC LIBRARY, La Grande,  
*Oregon Librarian*

The Library's activities in adult education include: (1) Book Chats held during the winter months with speakers discussing some of the outstanding books; also book displays in connection with the Book Chats; (2) radio talks for six weeks during the winter; (3) exhibits of books in downtown window, the books being changed each week; (4) book talks to many service and adult groups; (5) book exhibits for many groups, often unaccompanied by any member of the library staff; (6) booth at the county fair with book displays and a member of the staff present for three days of the fair.

LOS ANGELES PUBLIC LIBRARY, 530 S. Hope  
Street, Los Angeles 13, California  
*Librarian*

The Adult Education services are rendered in the Central Building by the professional librarians in charge of ten subject departments. The Information Desk in the central rotunda directs newcomers to the departments where they will find the material desired; explains the card catalog; arranges for speakers to visit group meetings; distributes reading lists; takes groups for tours of the building; and attempts to correlate the work of the different departments.

PORTLAND, LIBRARY ASSOCIATION OF PORT-  
LAND, 801 S.W. Tenth Avenue, Port-  
land 5, Oregon  
*Readers' Adviser*

It is a basic assumption in this Library that all adult work is adult education, and that no part of it is more important than

the day-by-day assistance to the general borrower in whatever field his needs or interests lie. This assistance may be given through the selection or recommendation of a single book title, through book lists, or through guidance in the use of reference tools and materials.

In addition to work with individuals, the Library serves groups by program counseling and by assistance in the planning and presentation of selected subject matter. Small collections of books are sent to study groups to be circulated among their members. There is a special collection on parent education from which Parent Teacher Associations draw.

A complete file of information on local agencies of adult education is maintained and made available to those seeking formal instruction. This file includes university extension courses, secondary school evening classes, vocational and home making classes.

The librarian or some other member of the library staff has always taken an active part in the local Adult Education Council, usually in an official capacity.

All members of the central library staff participate in planning and arranging book displays in exhibit cases in the outer lobby of the central building. This co-operative effort assures a greater variety of subject matter and originality of presentation than would be achieved if the setting up of exhibits was entrusted to a single individual or to a standing committee. One of the exhibit cases is made available to local agencies for their own exhibits. Among representative groups taking advantage of this opportunity have been the City Park Bureau, Arts & Crafts Society, and the Mental Hygiene Society.

In the Library's radio room, outstanding musical programs and addresses of national importance are scheduled. Various local stations give the Library time for book review broadcasts. In some instances, these broadcasts are made, as well as prepared, by the library staff.

Among the special book lists that have been compiled by the Library is one for men and women 65 years of age and older.

**RUTLAND FREE LIBRARY, Rutland, Vermont**  
*Director*

The Library publicizes and circulates books and pamphlets on domestic and international problems, in cooperation with the Rutland County Forum and Rutland meetings of Vermont Forums. The establishment of forums and individual participation in them are comparatively new to Rutland.

The Library owns a film projector and three record players, which are used in programs of organizations that meet in the library building. For example, "Americans All," was used in the Brotherhood Week program of the local Institute on Social Problems, and at a DAR meeting. Films on Child Development by Dr. Arnold Gesell were shown at a joint meeting of PTA's, sponsored by the Lincoln School PTA and the Library. Films on kindergartens were used effectively in discussing with groups of voters a proposal that the city appropriate funds for free kindergartens.

The Library sets up special book displays and prepares publicity items for *The Rutland Herald*, in connection with meetings held in the Library by such groups as the Woman's Club, Green Mountain Club, National Association of Marble Producers, Machinists Union, Rutland County Chapter of the National Foundation for Infantile Paralysis, New England Regional Labor Board, etc. Special collections of books are assembled for club program-planners.

**SEATTLE PUBLIC LIBRARY, Seattle 4, Washington**  
*Head, Adult Education Department*

The Adult Education Department offers individual advisory service to readers who

want to continue their education in an informal manner; gives assistance to club-women and many other groups in planning their programs, choosing speakers, finding suitable films, procuring projectors, projectionists, etc.; and publishes irregularly an annotated directory of adult education opportunities in the city. Members of the library staff are active participants in many local agencies which carry on adult education activities.

The organization known as The Friends of the Seattle Public Library has sponsored various meetings in the branch libraries—forums, lectures, book reviews, film forums, etc. The Library, in cooperation with the public schools and the University of Washington, has presented a "Great Books" discussion program.

Except during the summer, the Central Library has for some time been offering a weekly noon-hour series, including book discussions grouped around one subject such as "Racial Minorities," "Problems of Peace in the Pacific," etc., and also a very successful series called "Meet the Expert," in which Northwest artists and writers have discussed their work and the problems in their field. In the symphony season the Library presents a weekly noon lecture on the composers and their works, during which records are played. It also conducts a film forum one evening a week, and five regular weekly radio programs, of which two are discussions of books for adults.

A good-sized collection of musical records is available either to take home, or to use in the Library with the Library's record player. Linguaphone records in several languages may also be borrowed. A film library has proved to be one of the most popular services the Library offers.

The Library took the lead in the organization of the Seattle Adult Education Council, and the Librarian and the Head of the Library's Adult Education Department helped to organize the Seattle Labor School.

WASHINGTON, PUBLIC LIBRARY OF THE  
DISTRICT OF COLUMBIA, Washington 1,  
D. C. *Consultant in Adult Education*

Besides books on general subjects, the Central Library has special collections for reference and home use in its Divisions of Art, Fiction, Music, Sociology (including family life and education), and Technology, and in the Work Interests Room. The Washingtoniana Division contains books, pamphlets and clippings, maps and pictures, relating to the District of Columbia. There is a special collection of material on international affairs. Each of these divisions except the one on international affairs is in charge of a readers' adviser who recommends titles for purchase, interprets material, prepares lists for study, and is responsible for contacts with groups working in the subject field. Although books in other subjects are not yet in separate divisions, they are, as far as possible, selected and administered by specialists in their fields. When guidance is needed beyond the world of print, advisors make sure that readers are put in touch with appropriate outside counseling agencies.

The Consultant in Adult Education acts as field worker, and as a readers' adviser. The duties of the office are: furnishing advisory service to individuals; assisting club chairmen in planning programs, setting up exhibits, suggesting speakers, and advising on the presentation of subject matter; collecting and disseminating information about local agencies of adult education and their programs; furnishing leadership and active participation in movements for community organization of these agencies. Branch librarians study the adult education needs of their communities and work with the subject specialists at the Central Library in promoting sound programs.

The Adviser to Adults in Children's Literature advises parents and others on books to buy or to borrow for children, and helps students of children's literature

and book illustration, story tellers, and groups interested in children's reading. Under leadership of the Chairman of the Young People's Committee, seniors of the high schools are given instruction in the use of library tools.

Listening Rooms are provided for the playing of records at the Central Library. Linguaphone records in seven languages are available for use in three of the branch libraries. Conference rooms are available at a number of the branches for use by neighborhood groups. Monthly exhibits of local artists are held at the Central Library, and occasionally at a number of the branches. There are occasional showings of significant films to leaders of groups. A complete film information service is housed in the Reference Room.

*Informal Education in Washington*, published monthly, lists plays, music, exhibits, lectures, courses of study, and out-of-door activities. *Monthly List of Selected Books* contains titles recently purchased, particularly in the nonfiction fields.

## PUBLIC SCHOOLS

Under three subheads—*City Programs*, *Special Schools*, and *State Departments*—the entries are listed in alphabetical order by names of cities, schools, and states, respectively.

### *City Programs*

BALTIMORE, MARYLAND, DEPARTMENT OF  
EDUCATION, DIVISION OF ADULT EDUCATION,  
3 East 25th Street, Baltimore 18  
*Director of Adult Education*

Adult education in Baltimore began in 1839, when 118 young men attended an experimental evening school established by the Commissioners of Public Schools. Later in Baltimore as in other cities, there was a period when adult education was largely of the remedial type—an effort to help adults make up for educational opportunities they had missed when they were younger.

Today, Baltimore's adult education activities include more than a score of regular evening schools; several Americanization and citizenship centers; a large number of centers for parent education; and many classes in distributive education and in cooperative training given at industrial plants as well as in school buildings. The program has become an integral part of public education in Baltimore, sharing in the task of developing responsible, self-supporting, and enlightened citizens, whether young or old, and irrespective of race or creed. A full-time Director is in charge of the program.

CHICAGO, ILLINOIS, BOARD OF EDUCATION,  
228 N. LaSalle Street, Chicago 1 *Assistant Superintendent of Schools*

The Chicago Board of Education is granted power by state law to "make provision for the establishment and maintenance . . . of schools of all grades and kinds." As a result, Chicago has a broad adult education program which includes all elementary subjects and grades; high school classes in a long and varied list of subjects; junior college classes; commercial courses; homemaking courses; more than 20 different vocational courses; and a vast assortment of miscellaneous offerings in cultural subjects, physical education, and recreational activities. There are Americanization classes for the foreign born and special training opportunities for physically handicapped persons.

JACKSON, MICHIGAN, PUBLIC SCHOOLS, DEPARTMENT OF ADULT EDUCATION, Jackson *Director of Adult Education*

Since 1911, the Public Schools of Jackson have been sponsoring a community adult education program. In 1944, Jackson became one of the cooperating centers of the Michigan Experimental Adult Education Program. The Jackson program may be roughly divided into the general fields of social-civic, family, vocational, avocational, and Americanization educa-

tion. In each of these fields, a wide choice of subjects of study, or of activities is offered.

Jackson has an Adult Education Council, made up of representatives from the many different community agencies and organizations that are interested in adult education. Though the Council meets infrequently, it is most valuable as an agency for the promotion of harmonious public relations. The members of the Adult Education Council also serve on advisory committees in special areas in which the groups they represent are especially interested. Public forums, family life education, and nature study are examples of these areas of special interest.

An especially worth-while enterprise in Jackson was a series of parent education discussions arranged for mothers of neighborhood "gangs." The mothers came together once a month for a lecture by a specialist. Subsequent meetings in the homes of members of the group were devoted to the discussion of problems which all the mothers had met in one form or another. Through these discussions, the program reached many mothers who were not attending meetings of the PTA, Child Study Club, or other educational groups.

Similar noteworthy adult education programs, which limited space prevents our describing, are offered in Bay City, Dearborn, Dowagiac, Escanaba, Lansing, Muskegon, Port Huron, and other Michigan cities and towns.

MINNEAPOLIS, MINNESOTA, BOARD OF EDUCATION, 305 City Hall, Minneapolis 15 *General Assistant Superintendent*

Adult education programs conducted by the Minneapolis public schools include an academic evening high school; vocational evening schools; veterans' education, both academic and vocational; special courses in English and other subjects for the foreign born; grade school work for the native born; and lip reading for the hard of hearing.

Recently established community centers in public school buildings are an interesting cooperative venture that is being promoted and directed by a co-ordinating committee made up of representatives of the PTA, the YMCA, the public library, and various other organizations and agencies in the community. The chairman of the committee is the General Assistant Superintendent of the Public Schools, and the community centers are administered by the Public Schools according to policies developed by the co-ordinating committee.

The objectives of the centers are: (1) To provide educational and recreational opportunities for young and old; (2) to provide convenient meeting places, without charge, for organized and informal community groups; (3) to coordinate the services of several community agencies and organizations in one educational and recreational program; (4) to serve as a demonstration of the wider use of school facilities; (5) to experiment with indirect approaches to the problems of improving human relationships in the community.

NEW YORK CITY, BOARD OF EDUCATION,  
110 Livingston Street, Brooklyn 2 *Director, Informal Adult Education*

Adult education programs under the auspices of the public schools of New York City are handled by a number of Divisions of the Board of Education, including: (1) Division of Community Education, (2) Evening High Schools, (3) Evening Trade Schools, (4) Evening Elementary Schools, (5) Day Classes for Adults.

In 1946, the Division of Community Education, in cooperation with East New York Youth Activities, Inc., set up a comprehensive program of leisure-time activity and adult education in East New York, a neighborhood whose people represent many different racial and cultural backgrounds. The program offers classes in international and national affairs, English for the foreign born, foreign languages for the native born, all regular high school

subjects, family life problems, household repairs, sewing, arts and crafts, appreciation of music, choral singing, and a great variety of physical fitness recreational activities. In addition, there are frequent forums and discussion meetings. The aim is to keep the project close to the people and the organizations of the community, encouraging the greatest possible degree of participation and self-management. The East New York Project serves as a pattern for similar developments in other localities of the city.

ST. LOUIS, MISSOURI, BOARD OF EDUCATION,  
ADULT EDUCATION ADMINISTRATION, 911  
Locust Street, St. Louis 1 *Assistant in  
Adult Education*

Through its public evening schools, St. Louis offers an extensive program for adults, including a variety of commercial, trade-industrial, selling-distribution, and homemaking courses; citizenship and English classes for the foreign born; grade school and high school courses; and general adult classes.

STAMFORD, CONNECTICUT, BOARD OF EDUCATION, 59 Prospect Street, Stamford  
*Supervisor of Adult Education*

Adult education under the Stamford Public Schools offers a program geared to meet a variety of individual needs. It helps to satisfy the thirst for knowledge by its classes in mathematics, physics, English, Spanish, history, and "Aids for Prospective Home-Builders"; and also by courses on the college level in psychology, modern drama, and music appreciation. For those who desire to become more intelligent citizens and useful workers, the program offers instruction in typing, shorthand, "Fix-It" (for home repair), sewing, cooking, current problems, and "Aids to Good Grooming for Women." The urge for self-expression is answered by opportunities for sketching, painting, clay modeling, woodworking, photography, and interior decoration.



For foreign-born men and women there are evening and afternoon classes in English and citizenship, and assistance in matters pertaining to immigration and naturalization.

The Adult Guidance Service, which is an integral part of the Adult Education Center, counsels returned veterans in regard to courses that should be taken for completion of credits for the State High School diploma, or as refresher work for college. The Service also offers educational and vocational counseling to non-veterans.

Stamford College, an extension branch of the New Haven Teachers College, and the Bridgeport Institute of Engineering both contribute to the adult education program by offering study courses under the G.I. Bill of Rights to returned service men and women. Stamford College also offers a two-year curriculum in Liberal Arts.

WASHINGTON, D. C., PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA, Franklin Administration Building, Washington 5  
*Associate Superintendent*

The adult evening schools of the District of Columbia are organized to take care of: (1) Adults who wish to complete an elementary or a high school education; (2) high school graduates who must study special subjects in order to enter higher educational institutions or a specialized field of work; (3) workers who must have additional training in order to improve their earning power; (4) those who wish to take up certain studies for individual or purely cultural purposes; (5) those who wish to prepare themselves for naturalization.

The Americanization work includes not only English and citizenship classes for the foreign born, but also elementary reading and writing for English-speaking adults, and various classes in homemaking.

A special Veterans' High School Center

has been organized to give veterans the opportunity to complete their high school education in less time than would be required in the regular schools. Each veteran proceeds through the Center at his own rate of speed, because the instruction is virtually individual.

Two Teachers Colleges—one for white and one for colored students—offer not only full curricula for the in-service training of teachers, but also extension courses for other interested citizens.

### *Special Schools*

EMILY GRIFFITH OPPORTUNITY SCHOOL,  
Denver Public Schools, Denver 4, Colorado  
*Principal*

The Emily Griffith Opportunity School was opened as the Denver Opportunity School on September 9, 1916. It is a school for the education of individuals in subjects and skills for which they find a need in adjusting themselves to their social and occupational surroundings. Its functioning philosophy is that individuals *can succeed* in their social relationships if given a chance to develop skill and knowledge in the areas in which they are interested.

All Denver residents, 16 years of age and over, are eligible to enroll without payment of tuition. Students are encouraged to enroll at any time during the year to prepare for a job; to improve themselves in a vocation already chosen; to become better homemakers; to develop talents and aptitudes in the field of self-improvement; to prepare for naturalization and citizenship; or to explore the possibilities in any of these fields. No special educational background is required for enrollment; no complicated questionnaires have to be filled out. The prospective student simply goes to the office and with the help of a counselor selects the class in which he wishes to enroll.

This school for "all who wish to learn" has a minimum of rules. Students may attend both day and evening school; they

may attend as many hours as they can and whenever they can.

Opportunity School prides itself on being constantly alert to the educational needs and interests not only of its students, but also of industry and of the community. Contacts are constantly maintained with the community, and the school enjoys the confidence and cooperation of Denver organizations of all kinds. As a result, many opportunities present themselves through which the resources of the community are made available to the school.

About 80 advisory committees, representing many industries and social groups, work with the school. The recommendations and help given by these committees in improving curriculum, setting standards, obtaining equipment, and recommending suitable instructors are of inestimable value.

The Accelerated High School Plan for high school graduation allows students 18 years of age or over to complete the work necessary for a high school diploma as rapidly as they are able to earn fifteen units of credit. The high school department is approved by the North Central Association, and credits earned in the Opportunity School are accepted for college entrance.

Course offerings of the school, listed alphabetically under departmental headings, are as follows: Agriculture, Apprenticeship, Arts and Crafts, Business Education, Distributive Education, General Self-Improvement, High School, Homemaking, and Trade and Industry. Current offerings include approximately 220 courses.

MONTCLAIR, N. J., ADULT EDUCATION CENTER OF MONTCLAIR AND VICINITY, Montclair High School, Park and Chestnut Streets, Montclair *Director*

The development of the community type of adult school enjoyed a high degree of practical success in New Jersey before

and even during World War II; and in the postwar years it has reflected the very evident increasing interest, on the part of adult education leaders and other citizens of the state, in expanding arrangements for adult education services as an integral part of the public school program.

The postwar program of the Adult Education Center of Montclair, one of the older community projects, has covered a wide range of subjects and activities, including institutes on foreign countries; courses in world affairs, languages, the physical and social sciences, philosophy, history, art, music, drama, literature. One of the popular offerings in literature has been a reading and discussion course on "Ten Great Books" and their influence. There are some vocational courses also, as well as opportunities to pursue hobbies and to improve the art of homemaking.

Among the other New Jersey communities that are offering adult education programs are: South Orange-Maplewood, Madison, Chatham, Bridgeton, Newark, Hackensack, Woodbury, New Brunswick, Paterson, Morristown, Atlantic City, Glen Rock, and Kearny.

OPPORTUNITY SCHOOL OF SOUTH CAROLINA, State Department of Education, Columbia *Supervisor*

A school for working people of the textile mills and farms, for veterans, their families, and other adults. With the exception of veterans, the majority of enrollees have been retarded in school, or have been forced to drop out of school at an early age for reasons of social and economic insecurity. Students range from fourteen to over seventy years of age, and, in educational background, from illiterates to high school graduates. From 1921 to 1946, the Opportunity School was held for a month each summer on the campus of some college in South Carolina.

From the beginning, the School's purpose has been to teach the individual to provide for his own needs and those of his

family, to assume the responsibilities of good citizenship in the community in which he lives, and to broaden the scope of his knowledge and experience. In the main the program has been one of general education, though certain vocational subjects also have been taught.

The first School, held in 1921 in a small mountain community, was attended by nineteen boarding pupils and twenty night school pupils.

During the 25 years of its operation as a summer vacation school, the School taught 5,387 adults.

In 1946, the School was transformed into a permanent adult education center. The South Carolina General Assembly appropriated the necessary funds in order that the Hospital area of the Columbia Army Air Base might be transferred by the War Assets Administration to the State Department of Education as a permanent plant for the Opportunity School. Regular night classes are now provided for nonresident students. A conference center, with accommodations for approximately 500 persons, is available to groups wishing to hold workshops or conferences in education, health, nutrition, citizenship, etc.

SAN JOSE UNIFIED SCHOOL DISTRICT, Department of Adult Education, Seventh & San Fernando Streets, San Jose, California *Director*

In 1929, a fifty-year-old "night school" was remodeled into the San Jose Department of Adult Education. The original purpose of the Department, in addition to meeting all needs of adults for further education, was to put into effect the "State Plan of Adult Education," enunciated in 1926 by Ethel Richardson Allen, then Chief of the Division of Adult Education of the California State Department of Education. That purpose has been broadened with experience, but not changed. Briefly stated, it has been, and is, "to provide

every individual with the opportunity to develop himself to his capacity."

The individuals who avail themselves of the opportunities offered represent a complete cross section of the adult population of San Jose. Approximately one adult out of every six registers for some course or activity each year. In the main adult education center, the majority of members are college graduates, or have had some college work; in the intercultural center the majority have less than a high school education.

Approximately 100 courses are offered each year. The entire curriculum is in the hands of an Administrative Student Senate, made up of 12 representative students who are also responsible citizens. The Curriculum Committee is one of several committees set up by the Student Senate, and no course is adopted unless it has been approved by the whole body. The program remains fluid, and is adapted year by year to the total situation facing adults.

The completion of naturalization work among the foreign born in the community, together with the rise of the Japanese problem in California during World War II, resulted in the conversion of a former immigrant division of the Department into an intercultural school, under a full-time administrator and teaching staff.

Only a minority of the teachers in the Department are from the regular schools; most of them come from the community at large, or are employed in adult education on a full-time basis.

Discussion methods are used wherever adaptable, even in bookkeeping and shorthand, where the use of discussion has cut the required time of learning in two. A mimeographed syllabus is supplied for each discussion course; texts are used as little as possible. Arts and industrial subjects are taught on a laboratory basis. Extensive use is made of motion picture films in fields where they have been satisfactorily developed.

The Department of Adult Education handles the adult educational work of nearly all community agencies, including labor organizations, real estate boards, merchants association, PTA and other voluntary groups.

SHOREWOOD OPPORTUNITY SCHOOL, Shorewood, Wisconsin *Director*

Shorewood is a residential suburb on Lake Michigan, five and a half miles from downtown Milwaukee. The first Shorewood classes for adults were held in 1922. After the program had been in operation for about ten years, it was found that there were more adults attending classes than there were children enrolled in the Shorewood schools. The adult enrollment averages about two-thirds women and one-third men, and the ages of the students range from 17 years to 94.

The instructors are carefully selected, because adults will not waste their time with poor teachers. There are, however, no formal requirements for the positions. Some Opportunity School instructors are teachers in high schools and colleges; some are former teachers now otherwise employed; some who have had no previous teaching experience are qualified by their vocational experience or their hobbies.

The cultural subjects offered include ancient Greek philosophy, mathematics, languages, creative writing, and a study of the great books of Western civilization. Some idea of the variety of the other courses and activities may be gained from the general headings under which they are listed: Business Courses; Homemaking Activities; Arts and Crafts; Social Classes; Physical Fitness Courses.

There is a Sunday Lecture Series, which offers programs on Sunday afternoons and sometimes on Sunday evenings, too. Preceding each of these lectures is a fifteen-minute program either by an adult or a high school music or dramatic group. This arrangement puts the audience in a mood for the following program and, at

the same time, gives amateur groups an opportunity to appear before large audiences. By showing the public the types of group programs developed in the schools, these preludes also serve as an excellent public relations device.

The Shorewood Opportunity School organizes and supervises the adult recreational program for the village. The School's own program is operated by the Shorewood Board of Vocational and Adult Education, which consists of two employer and two employee members appointed by the Board of Education. The Superintendent of Schools is an ex-officio member.

Similar comprehensive adult education programs are offered in Green Bay, Kenosha, La Crosse, Madison, Milwaukee, Racine, and West Allis; and also, though on a slightly more limited scale, in the smaller towns of Appleton, Beloit, Menasha, Neenah, Sheboygan, Two Rivers, and Wausau. Details of these programs, which limited space prevents our giving here, may be obtained from Superintendents of Schools in the places listed.

#### *State Departments*

CALIFORNIA, Department of Education, Division of Adult and Continuation Education, 311 State Bldg., Los Angeles 12, California *Chief, Division of Adult and Continuation Education*

Classes for adults and evening high schools and evening junior colleges are authorized by the California Education Code. Any high school or junior college may establish and maintain classes for adults and receive state apportionment of funds on the basis of average daily attendance in such classes. Approval by the State Department of Education is required for all classes and schools for adults.

The main purpose of the California adult education program at its inception in the early years of this century was to provide non-English-speaking immigrants with an opportunity to learn English and

prepare themselves for naturalization examinations. California citizens, however, were not long in discovering that anything so valuable as adult education should not be restricted to the foreign born. Accordingly, in a series of important laws enacted between 1915 and 1931, they provided for a state-supported adult education program. The curriculum was expanded from the two or three subjects originally offered to hundreds of courses covering every important field of learning.

With the development of a broader program came a new concept of adult education. The idea is now firmly established that adult education is not just a substitute for schooling missed during youth or a means for the foreign born to prepare for citizenship. Instead, there has come to be in California a general acceptance of various objectives for an educational program broad enough to meet the social, economic, and individual needs of the great majority of adults.

These objectives may be briefly summarized as: (1) To make all adults literate to the extent that they understand the information disseminated through the various agencies of publicity; (2) to develop a level of social intelligence which enables adults to act with discrimination in the face of organized propaganda; (3) to make adults economically efficient; (4) to offer a program of health education that will enable all adults to keep physically fit; (5) to educate parents so that children will receive the maximum benefit from their home environment; (6) to democratize culture so that the major influence on our adult population will not continue to be that of the commonplace; (7) to enable adults to do better the things which they must do in their daily living. Adult education schools and classes succeed in finding a permanent place in the community and in the state to the extent that they meet the educational needs implied by these objectives.

One of the important developments in

adult education programs in California during the last few years is the extensive use of the short-unit course designed to meet some current vocational need or community interest. Short courses in agriculture, homemaking, trades, and distributive businesses have been popular. But the short-unit courses are not limited to the purely vocational field. Typical of the more general types of short-unit courses are the home-planning institutes that have had wide popularity. Courses in income tax procedure have been given by many schools. Recreational leadership, juvenile delinquency, mental hygiene, psychology of personality, Latin American culture, speech problems, postwar travel, astronomy, and science of atomic energy are among the subjects of other short-unit classes offered in schools for adults.

Many of the vocational courses offered by the evening high schools and evening junior colleges have been adapted to the needs of veterans. The larger adult centers are offering excellent counseling and guidance service to these veterans.

The Division of Adult and Continuation Education is responsible for the over-all administration and supervision of the programs throughout the State. (For a note on public forums under school auspices in California, see p. 352 ff.).

CONNECTICUT, State Department of Education, Adult Education Bureau, Hartford *State Supervisor, Adult Education*

Approximately 50 towns in Connecticut carry on programs of adult education, and new ones are continually being added. In more than half of these towns, the adult education program is served by a full-time or part-time supervisor. Within a stated maximum, the state reimburses the towns for one-half the salaries of local adult education supervisors. It also reimburses the towns at a given rate per pupil hour of attendance for "adult education and activities." The total adult education attendance is increasing year by year, with

the number of non-English-speaking adult students comparatively small.

The general evening schools offer a long and varied list of courses. Chief among them during the postwar years have been high school equivalency courses, university extension courses, special classes for veterans, and distributive education courses. In recent years, a notable expansion has occurred in the offerings in the physical fitness field and in recreational activities.

Especially significant in Connecticut is the development of various kinds of councils, more or less closely related to the programs of adult education. They include educational councils and also community councils, which do not confine themselves to educational matters, but deal with community problems in general.

The main efforts of the Bureau of Adult Education in the last few years have been concerned with the organization and administration of regional citizens' councils, which represent a new project on the upper level of adult education. A picked corps of consultants act as educational leaders in the various areas of the state. More than one hundred regional council meetings are scheduled each school year, with a total attendance of approximately 1,250. Every town in the state is represented. The meetings are carried on without publicity, in an effort to create an intelligent, interested, and active group in each community, and to keep them supplied with factual information, which will be helpful to them in dealing with the issues and problems involved in educational progress.

The councils are without authority of any kind, except the force of individual opinion. They are not super-boards of education, nor are they pressure groups. No member is asked to do anything specific, but it is hoped that the motivation derived from the meetings will lead each participant to engage actively in the development of a sound educational program in his

own community. In this sense, only, are the councils groups for action.

The membership of the councils consists of (a) well-known lay people selected by the local superintendents of schools, (b) two or three members of each board of education in the region, and (c) representatives of state-wide educational and noneducational organizations. Between meetings, *Bulletins* keep the council members informed, and an occasional questionnaire obtains information from them.

The citizens' council program was initiated in the belief that the germ cell of democracy is a local feeling of responsibility in regard to the subject or issue discussed. Experience in Connecticut has also supported the belief that a good healthy "grapevine" is worth more than a thousand mimeographed letters as a medium for the communication of ideas and enthusiasm.

LOUISIANA STATE DEPARTMENT OF EDUCATION, Baton Rouge 4 *Director, Elementary and Secondary Education*

The Louisiana Department of Education and the Immigration and Naturalization Service of the U. S. Department of Justice cooperate in giving a home study correspondence course in "Our Constitution and Government" for prospective citizens. The course consists of 21 lessons. As the work sheet for each lesson is completed, it is mailed to the Department of Education for correction and grading. Thus each student has the benefit of individual instruction in the important subject of this course.

MASSACHUSETTS, Department of Education, Boston *Commissioner of Education*

Among the Divisions of the Massachusetts Department of Education through which adult education is provided to the people of the Commonwealth are the following:

1. University Extension, which offers (a) class instruction in any subject for

- which a specified number of paid enrollments have been procured; (b) correspondence courses for home study in over 200 cultural, industrial, and commercial subjects, ranging from elementary to college grade; (c) various courses of radio instruction.
2. Adult Civic Education, which gives instruction in English, naturalization, and citizenship; with an expanding program in current events, public speaking, dramatics, small discussion groups, art classes, etc.
  3. Vocational Education, which includes instruction and training in trade and industrial subjects, practical arts and handicrafts, distributive occupations, and agriculture.
  4. Evening High Schools, which are organized to meet local needs and demands.
  5. Vocational Rehabilitation, which is available to all physically or mentally handicapped persons of employable age (16 years and over).
  6. The Division of Public Libraries, through which specific books and book collections are lent to individuals and organized adult education groups throughout the state.
  7. The Governor's Committee for Racial and Religious Understanding, which promotes intercultural education in the schools; in other departments of the state, such as the Police Department; and through any local groups that are working for the betterment of religious and racial understanding and cooperation.

MICHIGAN, Department of Public Instruction, Division of Adult Education, Lansing *Director of Adult and Extended Education*

The State Legislature in Michigan made provision for the education of foreign-born and illiterate native adults as early as 1923, but for many hundreds of Michigan citi-

zens the first conscious encounter with adult education was through the vocational classes conducted in the public evening schools. Under the State Board of Control for Vocational Education, the programs were limited in the early years to agriculture, trade, and industrial education, and homemaking, as provided for by the Smith-Hughes Act. But, with the passage of the George-Deen Act in 1936, there was a great expansion of the Board's program. Since then, it has been engaged with the problems of business, the distributive occupations, and the public service field, as well as with the original areas.

Another landmark in the history of public adult education in Michigan was the passage of an Act by the State Legislature in 1943 authorizing boards of education in all types of school districts, except primary districts, to provide instruction for adults, to employ teachers, to provide buildings and equipment, and to appropriate and spend funds for these purposes. In 1944, the Legislature appropriated \$250,000 for a state experimental program in adult education.

This experimental program is promoted and administered by the Division of Adult Education in the Department of Public Instruction, but the local community is the planning, initiating, and directing agency. Primary responsibility for leadership is vested in the local superintendent of schools and the local board of education. Seven state-supported institutions of higher education participate in the program, and provide facilities and resources which the local communities are not able to supply.

Under the impetus of the Michigan Experimental Adult Education Program and the enlarged adult education services of the Department of Public Instruction, new courses are continually being offered and new locations of activity are being opened up. A most significant fact about this growing movement is that a very large part of the demand for increased adult

education facilities is coming from the people themselves.

NEW JERSEY, Department of Education,  
Division of Adult Education, Trenton 8  
*Director of Adult Education*

In the promotion of adult education, a special Division of Adult Education is assisted by other divisions of the State Department, including the Division of Veterans' Education, the Vocational Division, and the Secondary Division.

The primary aim is that of helping local communities in their efforts to establish and maintain adult education services and opportunities as an integral part of their public school programs. The Adult Education Division also cooperates with many private organizations and agencies that offer adult education services; helps to initiate and maintain forward-looking adult education council programs; and assists in the development of leadership in the field of adult education.

Many studies relating to adult education have been made within and by the Department, in cooperation with school and lay leaders throughout the state. Frequent bulletins are issued which help school administrators and other persons to know of the latest happenings in adult education. Members of the Department participate in many meetings that concern adult education.

The adult education service program is being developed in terms of human needs and interests. Some of the very evidently needed areas of service are: (1) veterans' education; (2) education for home and family living; (3) educational and recreational opportunities for young adults; (4) informal adult schools; (5) workers' education; (6) academic adult education on all levels—elementary, secondary, pre-professional, vocational, and collegiate; (7) literacy and citizenship education. These areas of service relate to many types of facilities, such as schools and classes, discussion groups, radio, home study and

extension service, tutoring—both during the day and evening.

NEW YORK, State Education Department,  
Albany 1 *Chief, Bureau of Adult Education*

Adult education began officially in New York in 1918 when a full-time officer of the Department of Education was appointed to develop and supervise adult education activities, in accordance with a law by which persons between 16 and 21 years of age, lacking a specified degree of proficiency in the use of the English language, were required to attend day or evening classes. Subsequent laws removed the age restrictions and broadened the educational offerings to include courses in "English, history, civics, and other subjects, tending to promote good citizenship and to improve vocational efficiency."

In 1935, an adult education law was enacted, enabling school boards "to provide a general program of continuing education in all its aspects for the improvement of the civic, vocational, and general intelligence of adults and to enable them to make wise use of their leisure time."

Through its Division of Adult Education and Library Service and its Bureau of Adult Education, the State Education Department now assists school districts and other community groups in the development of comprehensive programs for educating adults. The Department provides a supervisory staff which, through visits to local communities, regional and state-wide conferences, and the preparation of appropriate materials, helps local groups to extend their efforts.

The Education Department cooperates with other departments of the state government in adult education activities.

PENNSYLVANIA, Department of Public Instruction, Harrisburg *Chief, Extension Education*

In Pennsylvania, since 1925, public adult education has been recognized by law as



an integral part of the state and local systems of free public schooling. The Pennsylvania laws describe public adult education as "Extension Education," and interpret it to include all types of instructional, recreational, and social services that are maintained by local boards of public school directors for out-of-school youth and adults. The 1925 statute provided for mandatory organization of extension classes, the establishment of standard evening high schools, a minimum salary schedule for extension teachers, and state aid to school districts for the maintenance of extension schools. In 1927, further legislation made the grounds, buildings, and equipment of public schools and colleges available to adult groups.

The Division of Extension in the Department of Public Instruction has direct supervision over all adult education activities of the Department except those of vocational rehabilitation and of the vocational education program developed under the federal aid system. It also has the responsibility for advising and cooperating with the university and college extension activities conducted by the commonwealth and for maintaining a consultative relationship with the state library and museum.

A great many types of adult education have been developed in Pennsylvania, including immigrant education; evening elementary and secondary schools for adults; community centers; parent education; workers' education; educational counseling; etc. Since the organization of the Pennsylvania State Association for Adult Education in 1936, the Division of Extension Education has worked with and through the Association for the extension and coordination of adult education.

In 1938, a state program of directed and supervised correspondence study was set up as a special means of meeting the needs of out-of-school youth and adults. Approximately 150 different high school correspondence courses are offered with elective

correction service. Regular high school credit is awarded for the successful completion of the courses, when so desired.

WISCONSIN, State Board of Vocational and Adult Education, Madison *Director*

Wisconsin was the first state to put into effect a comprehensive system of part-time vocational and adult education, carried on by means of day and evening schools. The Wisconsin system is unique in that the law authorizing the schools provided for an independent state board and also independent local boards of vocational and adult education. This fiscal independence permits fast, flexible, and fitting adjustments to changing community needs.

The names of these schools have altered with their growth. First, they were called continuation schools, to indicate continuing educational opportunity beyond the elementary level. Then they became known as vocational schools, to conform with the description in the act providing for vocational education. Now they are named schools of vocational and adult education to emphasize the increasing adult participation.

The services include trade and industrial, commercial, distributive and agricultural education; city and rural homemaking education; rehabilitation service; occupational information and guidance; and general adult education.

The courses are of various kinds. There are extension courses which provide instruction supplemental to the daily employment of the worker-students. Preparatory courses are for those who have definitely decided on the occupation they wish to follow, but who need more education or training for the sort of job they have in mind. Job-finding courses, as the name implies, are for those who do not know in what type of occupation they want to engage. There are still other courses for adults who want to qualify for high school graduation. Finally, there are

the general adult courses, which cover a great variety of interests—cultural subjects, such as literature, art, music; forums and discussions on current problems; hobbies and recreational activities.

Now, in the fourth decade of its service to adults and youth who are out of the full-time school, the Vocational and Adult Education system in Wisconsin is facing a quantity and variety of educational needs never previously experienced. To meet this challenge, the vocational and adult schools are using all the resources at their command and are continually striving to develop new ones.

### RADIO EDUCATION

Arranged under four subheads: *Collaborative Agencies, Colleges and Universities, National Networks, and State and Local Programs*. Under these subheads, entries are listed alphabetically by names of agencies, educational institutions, radio networks, and states or cities, respectively.

#### *Collaborative Agencies*

ASSOCIATION FOR EDUCATION BY RADIO,  
228 N. La Salle Street, Chicago, Illinois  
*President.*

The Association for Education by Radio is a nonprofit organization designed to further the best interests of radio in education. Numbered among its members are leaders in the commercial and educational field, as well as teachers interested in the use of radio in the classroom. This organization provides an avenue for exchange of ideas among its members and is represented at many national conferences concerned with the furthering of education.

The *Journal of the Association for Education by Radio* is published monthly except during June, July, and August, and includes pertinent articles on current programs, utilization of broadcasts, book reviews, and other subjects of interest in the radio field.

FEDERAL RADIO EDUCATION COMMITTEE,  
U. S. Office of Education, Washington  
25, D. C. *Chairman*

The Federal Radio Education Committee was created in 1935 by the Federal Communications Commission, to eliminate controversy and misunderstanding among groups of educators and between the industry and educators; and to promote the actual cooperative arrangements between educators and broadcasters on national, regional, and local bases.

Under the chairmanship of the U. S. Commissioner of Education, the FREC has been privileged to play an important role in the development of an American system of education through radio. The great radio networks; the U. S. Office of Education; Ohio State University; the Office of Radio Research, at Columbia University, and others have collaborated in research projects which have helped immeasurably in the development of new methods for utilizing radio in the classroom, in adult education, and in training for careers in radio. The pamphlets and books that have resulted from the research projects at the various centers represent a very real contribution to radio education literature.

The FREC is responsible also for some of the radio services which are now permanently established in the Radio Unit of the U. S. Office of Education. The Script Exchange, launched on an experimental basis in 1936 with a total of six scripts, has developed into a collection of more than 1,200 scripts, all of which are available on free loan to schools, to civic organizations, and to radio stations. A similar experiment with educational transcriptions was made in 1938, and today a library of hundreds of recorded programs is available to borrowers, without charge except for return postage. A monthly *FREC Service Bulletin* contains news of current developments in educational radio, and is available free upon request.

INSTITUTE FOR EDUCATION BY RADIO, Ohio State University, Columbus 10, Ohio  
*Executive Secretary*

Established at the Ohio State University in 1930, chiefly for the purpose of providing an annual meeting at which broadcasters, educators, and civic leaders might jointly discuss the problems of educational broadcasting. The annual meeting program is devoted largely to consideration of the techniques and program policies of radio broadcasting. Each year the program is developed from suggestions and recommendations of those who have attended the Institute meetings of previous years.

The Institute is a cooperative undertaking maintained through the interest and support of its members. Though the Ohio State University grants a small allotment to cover a portion of the expense of the annual meeting, the greater share of this expense is taken care of by the conference registration fees.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, Radio Hall, University of Wisconsin, Madison, Wisconsin  
*President*

The active membership of the National Association of Educational Broadcasters consists of stations operated by schools, colleges, and universities, and of institutions which carry on regular programs of educational broadcasting over stations not their own. Individuals and institutions interested in the use of radio as an educational device are eligible for associate membership.

With the advent of FM broadcasting and the entry of many county and city school systems into that field, the Association has expanded its activities to provide for such members.

Through the NAEB semi-annual meetings, the members become intimately acquainted and are able to work together in solving the problems which are peculiarly their own. An exchange of news and ideas

is provided through the monthly *NAEB News Letter*.

NEW ENGLAND COMMITTEE ON RADIO IN EDUCATION, 200 Newbury Street, Boston 16, Massachusetts  
*Executive Secretary*

Composed of 42 members appointed by the Commissioners of Education of the six New England States, the Committee performs the following functions: (1) Serves as an educational advisory group to broadcasters; (2) suggests subjects for programs for in-school, out-of-school, and adult listening; and (3) encourages and implements utilization of available programs which it recommends.

The Committee devotes itself to study and research, to the provision of means for consultation, and to the initiation of experimental activities in education by radio, including aid in obtaining financial support. It seeks to define problems and to enlist the cooperation of appropriate agencies for their solution. In achieving its objectives, the Committee stimulates the continuous advance of educational radio programs in the New England area.

ROCKY MOUNTAIN RADIO COUNCIL, 21 East 18th Avenue, Denver, Colorado  
*Director*

The Rocky Mountain Radio Council was organized in 1939 to create and produce educational radio programs for colleges and public service agencies in Colorado and Wyoming and to place and distribute the programs among the radio stations in the two states. This activity has been conducted on a nonprofit basis with costs borne by the educational institutions and agencies, the radio stations, and by educational foundations. Many national awards have recognized both the unique cooperative effort and the quality of programs produced.

#### *Colleges and Universities*

CORNELL UNIVERSITY, Station WHCU, Ithaca, New York  
*Program Director*  
Educational programs include: *Your*

*Business*, round-table discussions of problems important to the community and area; *Newsreel of the Air*, special treatment of current news through background stories and condensation of editorial opinion; *World Leaders*, a series in which outstanding leaders in science, economics, religion, public affairs, etc. temporarily lecturing at Cornell, are interviewed. Yearly series heard at irregular intervals are given on atomic energy, by nuclear physicists at the university; on civic responsibilities, by the League of Women Voters; on United Nations developments by the local chapter of the American Association for the United Nations; on home nursing by the University, in cooperation with all local health groups.

INDIANA STATE TEACHERS COLLEGE, Radio Division, Terre Haute, Indiana *Director of College Programs*

Indiana State Teachers College conducts an adult educational program over commercial radio station WBOW. This program consists of broadcasts presented by faculty members and students enrolled in the Radio Division of the College. The broadcasts originate in modern campus studios, and include subjects from the fields of science, music appreciation, history, literature, etc. The purpose of these broadcasts is twofold: First, to make the college a functioning factor in adult thinking and second, to give students training in educational broadcasting techniques.

INDIANA UNIVERSITY, Radio Department, Bloomington, Indiana *Radio Director*

Adult education programs broadcast by Indiana University include: (1) *The Indiana University Roundtable*, a discussion program which has been on the air since 1938; (2) *Books and Men*, a series of discussions on recent publications; (3) *Rivers of America*, dramatizations of personalities and activities along America's numerous rivers; (4) *Lives of the Great*, dramatizations of the lives of great men and

women in history and literature; (5) *From Freedom's Forge*, dramatizations of little-known events and personalities in early American history; (6) *Problems in Every Day Speech*, a series written by two former speech clinicians, and presented cooperatively by the radio department and the Indiana University speech, reading, and hearing clinics. It takes up in dramatized form, with speakers and interviews, all the speech problems which usually worry parents and teachers.

These programs are broadcast over various stations, some in Bloomington; others in Indianapolis and Fort Wayne.

IOWA, STATE UNIVERSITY OF, Station WSUI, Iowa City, Iowa *Program Director*

A noncommercial station, established in 1919 and authorized for full daytime and nighttime operation. Presents a complete 15-minute roundup of foreign, national, state, and local news four times daily, also other news broadcasts including a special farm news service. Offers a variety of programs featuring classical and light classical music. The pickup of actual classroom sessions brings radio listeners four courses in the liberal and fine arts just as they are taught. As one of its public services, WSUI cooperates with various state and local organizations, such as the American Association of University Women, the Iowa League of Women Voters, the Iowa State Teachers Association. These organizations and many others sponsor programs which originate from the WSUI studios.

KANSAS, UNIVERSITY OF, Station KFKU, Lawrence, Kansas *Program Director*

The University radio program includes: (1) *This Week in Kansas Legislature*, weekly broadcasts from state capitol by Kansas legislators on important bills before each branch of Legislature; (2) *Book Reviews*; (3) *Music*, featuring classics and semi-classics; (4) *Problems of Atomic Energy*, round-table discussions by Uni-

versity faculty members who worked at Oak Ridge, on Manhattan Project, and Bikini Operations; (5) *Skywatching*, chats by Director of University Observatory; (6) *Women of Kansas*, stories of women of Kansas adventuring in all phases of human endeavor and achievement. A Radio Council of fifty women works with the University in research and planning of these programs.

KENTUCKY, UNIVERSITY OF, Radio Studios, Lexington, Kentucky *Head, Department of Radio Arts*

*Four on a Topic*, a round table produced and originating in the University of Kentucky radio studios, and heard over WHAS, Louisville, offers lively discussions interpreting the facts behind the headlines; the backgrounds of current social trends; and problems of local, state, and national policy.

*Music of James Bland*, also produced by the University studios, and heard over WHAS, offers performances of the outstanding works of the composer of "Carry Me Back to Ole Virginny," who is known as the "Negro Stephen Foster." The performances are combined with stories of his life.

LUTHER COLLEGE, Station KWLC, Decorah, Iowa *Program Director*

Adult educational programs include: *Adventures in Research*, *Classics to Remember*, *Music of the Masters*, *Excursions in Science*, and a review of current literature. KWLC also presents a weekly transcription of *Freedom Forum*, which is a round-table discussion of current economic and political questions, prepared by the British Broadcasting Company.

MICHIGAN STATE COLLEGE, Station WKAR, East Lansing, Michigan *Director*

WKAR, owned and operated by Michigan State College, has been engaged in broadcasting educational programs for adult listeners since 1922. Citizenship is

particularly stressed, with broadcasts by the Governor of the State, reports of the work of the Legislature, and regular weekly programs by State Departments. Instruction is given in the fields of agriculture and home economics, with specific directions for carrying on the business of farming. Programs of general information include broadcasts on such topics as *Meet Our Far Eastern Neighbors* and *Geography in the News*. There are also musical programs which attract large listening audiences in Michigan and neighboring states.

MICHIGAN, UNIVERSITY OF, Bureau of Broadcasting, Ann Arbor, Michigan *Director of Broadcasting*

The University of Michigan began broadcasting over two commercial stations in 1925. In addition to increasing the number of commercial stations used, the University now owns and operates a frequency modulation station, WATX.

The various adult educational broadcasts include a special series on the Michigan Adult Education Program, another on Workers' Education; others on *Modern Painting*, *Religion in Review*, *Home Planning*, *Veterans' Counseling*; the *Medical Series*, dealing with widely current health problems; and *Education for Unity*, which discusses the effectiveness of newspapers, radio, the movies, literature and the arts, etc. as agencies of international understanding. One of the very popular educational programs is *Stump the Professor*, which closely follows the pattern of *Information, Please*.

OHIO STATE UNIVERSITY, Station WOSU, Columbus, Ohio *Director*

WOSU attempts to promote adult education in two ways: (1) By formal radio programs or courses in music appreciation, language, literature, economics, philosophy, etc.; (2) by informal evening programs intended to appeal to different tastes and different members of the family. This

evening series includes talks on health and on science, discussions of problems affecting community and family living, and good music.

Constant attempts are made to stimulate listeners to further activities and reading by sending free material such as copies of talks, reading lists, etc.

OKLAHOMA, UNIVERSITY OF, Station WNAD, Faculty Exchange, Norman, Oklahoma *Director*

Approximately 95 per cent of WNAD's programs are directed to adults. Its music programs emphasize the world's finest music. Other outstanding series are in the fields of literature, science, health, discussion of current problems, and instruction in foreign languages—French, Portuguese, Spanish and German.

OREGON STATE SYSTEM OF HIGHER EDUCATION, Station KOAC, Corvallis, Oregon *Program Manager*

KOAC operates as a unit of the General Extension Division of the Oregon State System of Higher Education. As such, the station serves the Oregon State College, the University of Oregon, the Colleges of Education, and the Medical School, as well as state organizations and state departments of national organizations. The station has been in operation since 1922.

A full-time staff directs the program service, maintaining specialists in agriculture, home economics, and school broadcasts. Service programs in these fields are featured, together with a well-rounded daily schedule of news and entertainment. The station maintains an elaborate library of masterworks of music and features three daily programs of classical music in addition to varied programs of popular, salon, and light concert works. Special events, including farm meetings, expositions and fairs, as well as University and State College athletic contests, play an important part in the operations of the program department.

PURDUE UNIVERSITY, Station WBAA, West Lafayette, Indiana *Educational Supervisor*

Broadcasts agricultural news on *Farm Forum*, *Farms & Farming*, and the *Farm Hours*. *Listen While You Work*, and *Homemakers' Club* offer daily news, information, entertainment, and instruction for housewives.

Biographical material and information on symphonic music accompany the daily broadcast of *The Symphony Hour*. Other educational broadcasts include reports on engineering research at Purdue, similar information from the School of Pharmacy, and PTA reports to parents. Two discussion programs, one by townspeople and faculty, the other by university students, are broadcast during the winter. *Women's Federated Clubs*, *GE's Excursions in Science*, *Public Health Nursing*, *Following Congress*, *Hoosier Health Reports*, *Safety and Service*, *Eyes on the Future*, and *Your Indiana* are broadcast once a week.

SYRACUSE UNIVERSITY, Radio Workshop, Syracuse, New York *Workshop Director*

*Concert Time* features a different type of musical program on each of its five broadcasts a week. All are done by students in the College of Fine Arts. Two programs a week usually are devoted to instrumentalists, two to vocalists, and one to what is known as "Opera Workshop," which presents scenes from operas sung in English. All the continuity for the program is written for an adult audience and the aim is to instill and increase an appreciation for fine music.

*The Daily Dozen* consists of the top twelve news items of the day each followed by a feature story based on that item. The vast facilities of the Carnegie library on the campus are used by students for thorough research on the items of the day's news chosen for presentation.

WASHINGTON, STATE COLLEGE OF, Pullman,  
Washington *Program Director*

Leaders in the Extension Services of the College, and in the Departments of Religion, Home Economics, and Child Guidance, broadcast talks on worth-while books, old and new; current events and their significance; religion, homemaking, clothes, and the care of children. In addition, there are programs of concert music and informative broadcasts on psychology, career guidance, education, special political events, and on other countries and their peoples.

### *National Networks*

AMERICAN BROADCASTING COMPANY, 30  
Rockefeller Plaza, New York 20, New  
York *Director of Public Affairs*

*Labor USA* and *The Voice of Business* are twin programs featuring the views of labor and management respectively. *Labor USA*, which gives the views of the CIO and the AFL in alternate periods of six months, is a presentation of labor news, dramatizations, interviews, and interpretations of current labor problems. *The Voice of Business*, under the auspices of the United States Chamber of Commerce and the National Association of Manufacturers in alternate quarter periods, depicts in dramatized form various phases of business not generally known to the public.

*Youth Asks the Government* is a weekly program which gives the youth of the nation an opportunity to get a complete rounded picture of the functions and operations of their government and its various departments. Each week four high school students, who have been chosen because of their interest in public affairs, question an official of the Government. The officials who appear on this program are members of Congress, department heads, administrative leaders of governmental branches, and others. Listeners to the program can learn much about current legislation and

the activities and policies of governmental departments and agencies.

Since May 30, 1935, the town crier's bell has been the starting signal for *America's Town Meeting*, a weekly forum discussion of a national, political, or economic controversial question. Debaters chosen to share their views with the public are always outstanding authorities in the field under discussion. Members of the audience ask questions of the speakers during the latter half of the program. Broadcasts usually originate from New York's Town Hall, except during intervals each year, when the meetings are held in auditoriums of cities throughout the nation.

*World Security Workshop* is a half-hour dramatic program designed to present new suggestions for the solution of problems related to world peace and security. It was instituted by the American Broadcasting Company, in cooperation with United World Federalists.

Utilizing the radio workshop to attract a variety of ideas and scripts on the subject, ABC has invited the participation of amateur and professional writers alike, in the hope that a succession of new and refreshing opinions on the world's problems from writers in all stations of life will help Americans to a better understanding of the way to lasting peace.

COLUMBIA BROADCASTING SYSTEM, 485  
Madison Avenue, New York 22, New  
York *Director of Education*

*The American School of the Air*, which started in 1930, broadcasts a program daily, Monday through Friday, each week. The individual titles vary from year to year, but cover such fields as history, music, science, literature, and current events. The programs seek to inform and to stimulate thought. In form they are radio drama, except for the music program.

*Invitation to Learning* is a discussion program on great books in world literature. Each week it brings to the microphone three or four eminent authorities—

writers, critics, economists, philosophers—who talk about a particular volume and its author. They seek to give radio listeners an understanding of the book, and of its influence.

*The People's Platform*, which has been broadcast weekly since 1938, uses two or more carefully chosen speakers and a moderator to debate informally those issues of the day which seem likely to command the greatest interest among radio listeners. Opposing views are stressed, but the possibilities for a common meeting ground are also explored.

*Open Hearing* offers an opportunity for the makers of national policy, legislators, administrators, and others to speak to the people. It also brings American radio listeners in all parts of the country a direct contact with their servants in the nation's capital. The point of contact may be domestic or foreign affairs. Speakers on both sides of important questions are given a chance to state their positions and offer rebuttal to their opponents. A moderator presides.

*Adventures in Science* brings radio listeners to the frontiers of science, to learn about its most recent projects and accomplishments. Some of the programs are broadcast from important scientific meetings; others bring eminent scientific workers to the studio for interviews. One of the features of the series is a brief review of important scientific happenings of the week.

For lovers of serious music, the Philadelphia Orchestra broadcasts, those of the Philharmonic Orchestra, and *Invitation to Music*, presenting distinguished soloists with the CBS Symphony Orchestra, are outstanding events of the week.

MUTUAL BROADCASTING SYSTEM, 1440  
Broadway, New York 18, New York  
Educational Department

*American Forum of the Air*, the first of America's radio forum programs, was started in 1919. The series presents na-

tional controversial issues that headline the front pages of newspapers. The speakers are the legislators and high officials; the business, labor, and professional leaders whose names in themselves are headlines. The Forum is spontaneous and unrehearsed.

*Exploring the Unknown* each week dramatizes a different advance of applied science, with emphasis on the medical and physical sciences. Though the stories are presented in the form of fictional dramas, they are constructed around scientific research and are so contrived as to underline crucial and relevant facts about the science.

*I Was a Convict* is a weekly program in which the Executive Director of The Society for the Prevention of Crime conducts an interview with an ex-convict who, in his own words, tells the pertinent facts of his life. The program opens with a dramatization of the actual crime committed and, following the interview with the man who committed it, there is a discussion between the Crime Prevention Director and a distinguished educator or penologist on how this crime could have been prevented. Cumulatively, these programs constitute a strong indictment of society for its appalling indifference to the causes of crime.

*Meet the Press* is a weekly unrehearsed "press conference of the air," in which four reporters from the nation's leading newspapers question a person who has been very prominent in the news that week. No punches are pulled, and off-the-record material is often revealed. Both the interviewing reporters and the person interviewed change from week to week.

NATIONAL BROADCASTING COMPANY, RCA  
Building, Radio City, New York 20,  
New York Manager, Public Service  
Department

*The University of Chicago Round Table* has been presented regularly each Sunday since 1931. At a time when Americans are being bombarded with information,



knowledge, and facts, men and women of competence and integrity are needed to interpret the issues involved. The Round Table seeks out such interpreters, and they express their views in the form of discussion. The supervision of this series is in the hands of the Radio Committee of the University of Chicago which selects the topics and the speakers, prepares bibliographies on subject matter, and offers transcripts of the broadcasts at a nominal charge.

*Your United Nations* is a series that deals with the history, background and issues of the United Nations in documentary-dramatic scripts, followed by an official commentary by the Executive Assistant to the Secretary General of the United Nations. The series is presented with the cooperation of the American Association for the United Nations, which prints the scripts and sells them to the public at cost.

*Our Foreign Policy* aims to bring official definitions and discussions to the American people. It presents Members of Congress, State Department and other officials, United Nations leaders, and outstanding officials of other countries. This series has been on the air since January 1945. The scripts are printed by the Columbia University Press and sold at cost to the public.

The series, *America United*, was developed in 1945 by the NBC in cooperation with the American Federation of Labor, the Congress of Industrial Organizations, the National Grange; the American Farm Bureau Federation, and the United States Chamber of Commerce. *America United* presents a weekly half hour of unhearsed discussion on a current issue of national significance. Each week one of the sponsoring organizations selects the subject, invites the participants, and supervises the program. In this way representatives of labor, management, and agriculture have an opportunity to voice their opinions regarding the vital issues which

face America today. Reprints of broadcasts are available upon request without charge from Ransdell Inc., Printers, Washington, D. C.

## State and Local Programs

CHARLESTON, WEST VIRGINIA, WCHS Radio Forum *Education Director*

The WCHS Radio Forum is produced in cooperation with the Charleston League of Women Voters. The purpose of the programs is to present to the people discussions on controversial state and local issues. Usually there are two speakers who give brief talks, one presenting each side of the issue, and then the listening audience is invited to telephone questions to the studio for the speakers. Members of the League of Women Voters are on hand during the broadcast to answer the telephones and take the questions into the studio for the moderator. The WCHS Education Director moderates all the discussions and advises on the planning of the programs.

DAYTON, OHIO, Station WHIO, 45 Ludlow Street, Dayton *Education Director*

*Future America Speaks*, which is broadcast weekly, is a series of discussions by high school students, in which they present their own views on such subjects as Compulsory Military Training, Juvenile Delinquency, Should Schools Educate for Marriage? The series enables adults to learn from the frank statements of the young people what attitudes these future citizens are taking on problems of vital importance to youth and their elders alike.

LOUISVILLE, KENTUCKY, STATION WHAS, 300 West Liberty Street, Louisville 2 *Program Director*

Among the outstanding adult educational programs broadcast by this station are the following: (1) *Men and Music*, designed for people who are interested in good music and in the function that the artist fulfills in society. Continuity sets the

stage with a short biography of the composer. A selection from his work is followed by a brief analysis of the social factors, the remainder of the half hour being devoted to his music. (2) *Trilogy*, a series that divides a quarter-hour program into three parts: a five-minute biography, a story involving history or geography, and a discussion of the etymology of a word or of a proper name. (3) *Kentucky on the March*, which presents in dramatic form the evidences of Kentucky's awakening in the fields of agriculture, education, health, housing, labor, industry, conservation of natural resources, etc. Throughout, stress is laid on community cooperation for the achievement of democratic ends. (4) *Kentuckiana Almanac*, which incorporates into one program a group of broadcasts made available since 1929 by the College of Agriculture of the University of Kentucky. Talks on farm economy, home economics, agricultural engineering, agronomy, etc. are interspersed with indigenous folk music.

NEW YORK, NEW YORK, WNYC—MUNICIPAL BROADCASTING SYSTEM, Municipal Building, Center & Chambers Streets, New York City *Program Director*

WNYC has broadcast *in toto* all the sessions of the United Nations General Assembly, Security Council, Trusteeship Council, Economic and Social Council since the United Nations set up temporary headquarters in March of 1946. Both WNYC and WNYC-FM have cancelled existing programs as necessary in order to bring this unparalleled public service to the people of New York.

NEW YORK, NEW YORK, STATION WQXR, 730 Fifth Avenue, New York 19, New York *Assistant Director, Women's Programs, The New York Times*

*The New York Times* presents, as a public service, a weekly forum program over Station WQXR. This program, called *What's on Your Mind?*, differs in impor-

tant respects from the majority of radio forums. In the first place, it is not held in the evening, but addresses itself to the mid-afternoon radio audience and brings them guests of national and international reputation to discuss significant questions with the lay men and women who share the microphones with the experts. In the second place, very few of the programs are broadcast from the studio. Instead, most of them originate before women's clubs in New York City and its suburbs.

The WQXR engineers arrive early in the day. Lines are laid, the remote control booth is set up, then the four members of the panel, two moderators, and an announcer take the stage, and the show begins with a warm-up session. After the program has been put on the air, a question period follows. The easy and informal atmosphere of the program, the opportunity given for audience participation, and the novelty of having a broadcast held on a club's own premises have combined to make these forums attractive and mentally stimulating to women's groups.

ROME, NEW YORK, STATION WRUN, 127 Liberty Street, Rome *Education Director*

Station WRUN, operated by the publishers of the *Rome Daily Sentinel*, broadcasts *Your Neighbors Speak*, a weekly half-hour forum on local, state and national problems. Usually, two of the four participants have some official or close nonofficial connection with the problem under discussion, and the other two represent "interested citizens," whose function is to ask questions designed to indicate the views of the man on the street or the typical housewife. There is no prepared script—the discussion is informal—and all the remarks are extemporaneous. After the discussion, the forum is opened to the general public for a question-and-answer period, under the direction of the program moderator. Local libraries cooperate by arranging special displays of

books and magazine articles on the discussion topics.

WASHINGTON, STATE OF, SUPERINTENDENT OF PUBLIC INSTRUCTION, Olympia, Washington *Director of School and Community Relations*

The office of the Superintendent of Public Instruction organizes and presents a fifteen-minute radio broadcast weekly over three Washington stations, which together fairly blanket the State in their coverage. These programs analyze in popular fashion various current developments and problems in education. They feature roundtable discussions, panels, talks, and educational newscasts. The series was inaugurated in November, 1945.

## RECREATION

Except for the National Recreation Association, which heads the list, the following notes on recreational programs are arranged under two subheads: *City Programs* and *County Programs*, and are listed alphabetically by names of cities and counties, respectively.

NATIONAL RECREATION ASSOCIATION, 315 Fourth Avenue, New York 10, New York *President*

Gives service to individuals and organizations with respect to all problems of recreation: leadership, organization and administration, facilities, and program. Services are available through visits of district field workers, institutes conducted by training specialists, National Recreation Congresses, community surveys, correspondence, consultation, and publications. Promotes music, drama, arts and crafts, nature activities, gardening, athletics, games, social recreation, rhythmic activities, industrial recreation. Publications include books, pamphlets, bibliographies and a monthly magazine, *Recreation*.

## City Programs

AUSTIN, TEXAS, RECREATION DEPARTMENT, 1414 Lavaca Street, Austin *Acting Director*

Charged with the responsibility of planning and promoting recreation activities and of providing recreational areas. The activities conducted reach all age levels from the preschool children's playschool, to a Pioneer Fiddle and Folk Dance Unit for adults of every age. Every effort is made to establish a well-rounded program which includes arts and crafts, dancing, music, sports, outdoor activities, and special celebrations.

BALTIMORE, MARYLAND, DEPARTMENT OF PUBLIC RECREATION, 1129 N. Calvert Street, Baltimore 2 *Director*

Conducts community programs of recreation in community buildings, parks, schools, and other city-owned property. The major adult activities consist of athletics; women's clubs; craft classes in pottery, weaving, jewelry, wood carving, block printing, general crafts; symphonic orchestra; chorus; dramatic group; modern dancing; social recreation.

BIRMINGHAM, ALABAMA, PARK AND RECREATION BOARD, 2306 Third Avenue, Birmingham *Acting Superintendent*

Plans recreation programs for all age groups regardless of race, color, or creed. Operates ten Recreation Center Buildings (7 for whites and 3 for Negroes) the year round. The programs for adults include music, drama, arts, crafts, forums, lectures, hobbies, gardening, sports, and service groups. These programs are planned and carried out at all centers and, during June, July, and August, at 30 summer playgrounds for adults as well as children. Often father, mother, and son are all members of the same art class, and, strange as it may seem, the child sometimes does as good work as the parents.

CLEVELAND, OHIO, BOARD OF EDUCATION,  
1380 East 6th Street, Cleveland 14 *Director of Community Centers and Playgrounds*

A varied program of activities is promoted in the community centers of the Board of Education of Cleveland, including the physical, social, and creative phases of recreation. Interest is also developed in both vocal and instrumental music, as well as in drama and hobbies.

A fully developed center with its gymnasium, auditorium, and club rooms filled with groups pursuing various kinds of athletic, social, dramatic, musical, educational, and artistic activities becomes a veritable "people's university" for the neighborhood. Such a place offers a splendid opportunity for adults to keep abreast of the times, to maintain their efficiency, and to enjoy social contact with their neighbors.

DALLAS, TEXAS, PARK AND RECREATION DEPARTMENT, City Hall, Dallas 1 *Director of Parks*

Numerous opportunities for adult recreation are made available through the leadership and facilities of the Dallas Park and Recreation department. The community programs include civic group discussion, educational films, socials, square dancing, and similar activities. The learning, development, and enjoyment of the skills required for many different outdoor and indoor sports and games are regularly promoted by the department. A Historical Museum, Aquarium, Museum of Fine Arts, Zoological Garden, Museum of Natural History, and a Horticultural Museum are sources of education and recreation for thousands.

DETROIT, MICHIGAN, DEPARTMENT OF PARKS AND RECREATION, Water Board Building, Detroit 26 *Director of Publicity*

Aims to provide opportunities for con-

structive and enjoyable utilization of the leisure time of youth and adults.

The program for adults offers various ways in which to learn new skills, explore new hobbies, improve physical well-being, and make interesting friends. Music for adults includes choral groups, coaching in sight singing, voice training, and instructions in playing piano by ear. Craft classes for women offer instructions in dressmaking, plain sewing, embroidery, pottery and ceramics, painting, leather tooling and metal crafts. Besides these and other special activities, the department conducts innumerable classes in physical conditioning for adults. One of the unusual features is a swimming instruction class for the handicapped.

DISTRICT OF COLUMBIA RECREATION DEPARTMENT, 3149 16th Street, N.W., Washington *Superintendent of Recreation*

Offers in its city-wide centers opportunities for conversation classes in Spanish, French, and Gaelic; orchestral and choral practice; training in speech and drama; forum discussions.

DUBUQUE, IOWA, RECREATION COMMISSION, City Hall, Dubuque *Superintendent of Recreation*

Recreational activities in Dubuque are planned as a year-round program for all age groups: children, youth, and adults. The program covers five broad phases of activity: (1) Physical activity, sports and games for all seasons, physical fitness classes, outdoor and indoor activity clubs; (2) arts and crafts groups on summer playgrounds and in indoor community recreation centers; (3) music and dancing; (4) dramatics; (5) social recreation for all age groups. Service is given to community groups in all these phases of activity. The program is based on the belief that education and recreation are as inseparable as they are indispensable.

KANSAS CITY, MISSOURI, WELFARE DEPARTMENT, RECREATION DIVISION, City Hall, Kansas City 6 *Superintendent, Public Recreation*

Has for its primary objective the provision of a broad, balanced, and diversified leisure-time program for all the people of the city. Organized primarily on a neighborhood or community basis, adult programs fall into two general groupings: (1) Those planned for all-family participation, and (2) those planned for adults only, around a special interest. Emphasis is placed on participation of adults, not only in the setting up of programs for their own age group, but also in volunteer service in connection with recreation programs for children and teen-agers. Such volunteer service to other groups is regarded as a good recreation activity in itself.

The "family night" programs have become a very popular activity in Kansas City, and numerous adults and children have learned that an evening with the family is highly enjoyable. The special programs for adults, only, include social recreation of various kinds, athletic leagues in the major sports for men and women, dramatics, talent shows, community sings, band and orchestra concerts including light opera, and hobby clubs. Special groups and classes in the homemaking skills have been worked out in cooperation with the Family Life Education Department of the public schools. Programs and facilities particularly suited to the interests and needs of older men and women are being worked out. The plan is to provide special centers for this group where activities of immediate appeal to them will be carried on. Reading, table games, singing, weaving, whittling, and carving are to be features of these centers.

LOS ANGELES, CALIFORNIA, DEPARTMENT OF PLAYGROUND AND RECREATION, City Hall, Los Angeles 26 *Superintendent*  
Increasing use by adults of municipal

recreation facilities is indicated by attendance figures for recreation centers operated by the Los Angeles City Department of Recreation. It is estimated that approximately 40% of the 20,000,000 annual attendance is adult. Adults of all ages participate, especially young adults in sports; young and middle-aged housewives in women's activity groups; and elderly, retired persons in a variety of activities.

Among the recreation activities in which adults take part are arts, crafts, and various musical activities; folk dancing; and a variety of hobby groups.

LOUISVILLE, KENTUCKY, DIVISION OF RECREATION, Central Park, Louisville 8  
*Superintendent*

A public tax-supported municipal Recreation Department operating city playgrounds, full-time community centers, and part-time community centers in school buildings. Offers activities for all age groups in athletics, music, dancing, dramatics, social games, sewing classes, cooking classes, clubs, etc. Operates a year-round program. Organized on a full-time basis in 1928. A Division of the Department of Public Parks and Recreation.

MESA, ARIZONA, PARKS AND PLAYGROUND, 64 N. MacDonald Street, Mesa *Director*

In addition to the customary program of games and sports, the organization sponsors opportunities for combined education and recreation, such as a writers' club, a theatrical group, arts and crafts group, and a group that devotes itself to the best in reading.

MINNEAPOLIS, MINNESOTA, RECREATION DEPARTMENT, Board of Park Commissioners, City Hall, Minneapolis 15 *Director of Recreation*

Legally charged with the function of providing recreation facilities and program for the public use of the citizens of Minneapolis. Conducts a year-round city-wide program of sports and athletics, using

park facilities and school gymnasiums; also five year-round community centers under supervision, in addition to numerous after-school and summer playgrounds.

NEW YORK CITY BOARD OF EDUCATION,  
Division of Community Education, 110  
Livingston Street, Brooklyn 2 *Director, Community Education*

Maintains a recreation program during the afternoon hours in 150 schools, for children of elementary school age. During the evening hours about the same number of schools (150) are used for the recreation program of older young people and adults. The evening program includes physical activities, arts and crafts, informal courses, club meetings, social dancing, etc.

OAKLAND, CALIFORNIA, RECREATION DEPARTMENT, City Hall, Oakland 12 *Superintendent of Recreation*

A municipal department operating the playgrounds, clubhouses, and community centers owned by the City of Oakland, and also the after-school playground program on all elementary school grounds. In operation the year round. Special activities in social recreation, crafts, and folk dancing. Participation is for all ages.

PORTLAND, OREGON, BUREAU OF PARKS AND PUBLIC RECREATION, City Hall, Portland *Director of Publicity*

Attendance records kept by the directors in charge of the recreation centers, which serve almost every community in Portland, show that about half the persons registered in park bureau classes or using the city's recreational facilities are adults.

The Portland program includes, in addition to the usual recreational activities, such adult interests as arts and crafts, hobbies, music, Town Hall activities, drama, radio instruction and radio programs, consultation services and special programming for clubs and other groups. Portland industries and stores frequently request help

in setting up recreation programs or turn over recreational efforts to the department for directing.

READING, PENNSYLVANIA, DEPARTMENT OF PUBLIC RECREATION, City Hall, Reading *Superintendent of Recreation*

The Recreation Department of the City of Reading is one of the oldest in the United States. It sponsors a varied program of activities and events. Its many playgrounds offer a well-rounded program of music, crafts, athletics, dramatics, picnics, folk dancing, festivals and pageantry. The Department also sponsors a Philharmonic Orchestra, community centers in school buildings, and a bulletin service on parties, games, holiday information, etc.

TACOMA, WASHINGTON, RECREATION COMMISSION, City Hall Annex, Tacoma 2 *Superintendent, Public Recreation*

A coordinated program of public recreation is in effect in Tacoma where the Recreation Commission brings together the Tacoma School Board, the Metropolitan Park District, and the Tacoma Community Council representatives. The Superintendent of Public Recreation has the use of both school and park facilities.

Adult recreation activities sponsored by the Commission include nature recreation, woodshops, arts and crafts, folk dancing, sewing and tailoring, informal dramatics, and community singing, etc.

WICHITA, KANSAS, BOARD OF PARK COMMISSIONERS, Wichita *Superintendent of Recreation*

Offers an extensive park program of outdoor recreation for adults in summer; the winter program is devoted largely to social activities such as folk dancing and arts and crafts, and to physical activities such as basketball, volleyball, etc.

The unusual feature of the situation in Wichita is the close cooperation between the Board of Education and the Board of

Park Commissioners in working out an over-all program of education and recreation. The Park Board uses all the School Board facilities, such as gymnasiums, playgrounds, athletic fields, play equipment and auditoriums on a cost basis.

WILKES-BARRE, PENNSYLVANIA, PLAYGROUND AND RECREATION ASSOCIATION, 306 Bennett Building, Wilkes-Barre *Acting Director*

The Playground and Recreation Association is sponsored by, and works in cooperation with, the Community Welfare Federation, the City Council, the Wilkes-Barre School Board, and Borough Councils and School Boards. Its music programs for adults include grand opera, a people's chorus and community orchestra, and a special Music Week in May. Hiking clubs, hobby clubs, and training classes for recreation leaders and playground teachers are other features of the adult program.

#### *County Programs*

ESSEX COUNTY, NEW JERSEY, PARK COMMISSION, 115 Clifton Avenue, Newark 4 *Secretary-Director*

Provides more than 50 different types of recreational pursuits for residents of the County and their friends. Has the care, custody, and control of approximately 4,000 acres of park and reservation land, varying in development from city parks with formal gardens to woodland retreats and picnic groves deep in the reservations. Offers ranger service for groups of 20 or more, desiring to tramp reservation trails and hike with a purpose.

UNION COUNTY, NEW JERSEY, PARK COMMISSION, Acme and Canton Streets, Elizabeth *Superintendent of Recreation*

The prime function of the commission is to provide park and recreational facilities and activities for the health, happiness, and welfare of the people of Union County, both young and old. Facilities

for practically all forms of outdoor recreation are available in attractive surroundings in some twenty-five units, comprising over four thousand acres, well distributed throughout the county. A year-round recreation staff conducts a diversified program of activities.

Literature and further information sent upon request.

WESTCHESTER COUNTY, NEW YORK, RECREATION COMMISSION, County Office Building, White Plains *Superintendent*

General aim is to promote, demonstrate, and organize constructive and healthful recreation throughout Westchester. Among the various services that the Commission operates are the Westchester County Center; Westchester Workshop, a center of arts and crafts for adults and children; and a lending service of recreation literature, sheet music, costumes, motion picture films and equipment. The Commission also gives assistance in establishing and developing community recreation organizations in towns, villages, and cities throughout the County. This service includes cooperation in surveys; leadership training institutes and courses; and assistance of County Specialists in such activities as music, dramatics, arts and crafts, nature study, etc.

#### REHABILITATION

Arranged alphabetically by names of agencies.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND, Overbrook School for the Blind, 64th and Malvern Avenue, Philadelphia 31, Pennsylvania *Secretary-Treasurer*

An association of teachers and instructors of the blind, founded in 1853, for the purpose of educating them academically and vocationally. Can be consulted concerning all problems relating to the education of the blind; fosters and pro-

motes all movements having as their aim the improvement of the means of such education.

**AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND**, c/o American Foundation for the Blind, 15 West 16th Street, New York 11, New York *Secretary-General*

Promotes education, employment, and general welfare of the blind; advocates pensions and relief legislation and placement of blind workers in competition with the seeing. Holds biennial conferences alternating with conferences of American Association of Instructors of the Blind.

**AMERICAN FOUNDATION FOR THE BLIND**, 15 West 16th Street, New York 11, New York *Executive Director*

A national agency whose purpose is to promote the interests of the blind throughout the United States in close cooperation with all local organizations. Among its educational activities are: research; publications; reference library service; and consultation service.

**AMERICAN OCCUPATIONAL THERAPY ASSOCIATION**, 33 West 42nd Street, New York 18, New York *Executive Secretary*

Occupational therapy is any activity, mental or physical, prescribed by a physician for its remedial value. Physically, its function is to increase muscle strength and joint motion, as well as to improve general bodily health. Mentally, it aims to supply as nearly as possible normal activity through avocational projects, and prevocational studies and training.

The American Occupational Therapy Association was founded in 1917 to promote the use of occupational therapy, to advance standards of education and training in this field, to promote research, and to engage in other activities advantageous to the profession and its members.

**AMERICAN REHABILITATION COMMITTEE**, 28 East 21st Street, New York 10, New York *Executive Secretary*

Provides work therapy and reconditioning; instruction and orientation on a variety of types of work to determine work tolerance and ability. The applicants served include physically and mentally handicapped persons, except epileptics and those needing permanent employment in sheltered workshops.

**AMERICAN SOCIETY FOR THE HARD OF HEARING**, 1537 35th Street, N.W., Washington 7, D. C. *Director, Field Service*

A national organization working for the prevention of deafness, the conservation of hearing, and the rehabilitation of the hard of hearing. Field Service. Information service on problems relating to the hearing-handicapped. Monthly publication, *Hearing News*.

**BRAILLE INSTITUTE OF AMERICA**, 741 N. Vermont Avenue, Los Angeles 27, California *Managing Director*

A nonprofit organization, which offers its program to blind adults without respect to race, color, or creed. The program includes: (1) A counseling service, which gives consideration to personal and social problems of the blind and their families; (2) home teaching, which provides free instruction in reading Braille and Moon types; also in handicrafts, typing, shorthand, cooking, conversational French and Spanish, book reviews, short-story writing, poetry-writing, sculpturing, pottery-making, chorus singing, and other cultural and vocational subjects; (3) a free lending library, which functions through the Library of Congress and serves borrowers in Southern California, Arizona, and Southern Nevada; (4) an experimental machine shop; and (5) a printing plant, which is operated on a nonprofit basis for the publication of literature in the Braille and



Moon types, including a monthly periodical, the *Braille Mirror*.

INSTITUTE FOR THE CRIPPLED & DISABLED,  
400 First Avenue, New York 10, New  
York *Director*

The purposes of the Institute are: (1) To study the economic consequences of physical disabilities and the methods and ways of alleviating them by discovering means of enabling the crippled and disabled to earn their own living and live a normal social life; and (2) to afford advice to organizations and individuals seeking to give help to handicapped persons. Since 1943, the Institute has conducted courses in "team work" in rehabilitation. The professions attending are doctors of medicine, including psychiatrists; physical and occupational therapists; psychologists; social workers; vocational counselors; and educators. The Institute publishes *Thumbs Up* and certain professional papers in the over-all field of rehabilitation. It maintains a special library of some 30,000 volumes and pamphlets covering the field of rehabilitation of the severely disabled.

NATIONAL ASSOCIATION TO CONTROL EPILEPSY, 22 East 67th Street, New York 21, New York *Executive Secretary*

A nonprofit organization chartered by the University of the State of New York, April 1944. Its purposes are fourfold: (1) To remove the ignorance, superstition and social stigma surrounding epilepsy; (2) to make available to all, the most recent information concerning epilepsy; (3) to further research in the field of epilepsy; (4) to improve the relationship between the epileptic and the employer. Informative literature is sent to individuals and agencies upon request and *The Green Light*, a periodical, is sent to the Association's members three times yearly, together with other pamphlets of interest.

NATIONAL COMMITTEE FOR MENTAL HYGIENE, 1790 Broadway, New York 19, New York *Medical Director*

The National Committee for Mental Hygiene publishes *Mental Hygiene*, which is issued quarterly. This publication carries many articles on rehabilitation, especially the rehabilitation of people with mental handicaps. A two-day scientific program is presented in New York City every November in connection with the Annual Meeting. Staff members also give numerous addresses and participate in various national and state conventions. Specialized work is carried on by several divisions. The Division on Rehabilitation publishes a bi-monthly bulletin on Psychiatric Rehabilitation. The Division on Community Clinics, working through clinics in local communities, promotes the further education of parents, teachers, and nurses along mental hygiene lines. The Psychiatric Personnel Placement Service, set up as a joint project of the American Psychiatric Association and the National Committee for Mental Hygiene in December, 1945, is very much interested in the educational aspects of psychiatry, and one of its functions is to stimulate the development of further training facilities in psychiatry throughout the country.

NATIONAL LEAGUE OF NURSING EDUCATION, 1790 Broadway, New York 19, New York *Executive Secretary*

Conducts a program of Orthopedic Nursing Education the objectives of which are to improve the nursing care of orthopedic patients in hospitals and to assist with the integration of other nursing principles in the care of all patients. The means used to attain these objectives are: (1) preparation of educational material for distribution; (2) institutes, lectures, classroom teaching; (3) advisory service regarding orthopedic nursing courses, both basic and advanced; and (4) administration of scholarships to help prepare qualified nurses

for positions as clinical instructors of orthopedic nursing.

**THE NATIONAL SOCIETY FOR CRIPPLED CHILDREN & ADULTS**, 11 S. La Salle Street, Chicago 3, Illinois *Executive Director*

A nation-wide organization, with a headquarters organization in Chicago and more than 2,000 affiliated state and local societies for the crippled and the handicapped throughout the country. It was organized in 1921.

The Society seeks to render health, welfare, educational, recreational, vocational, and employment services to all types of handicapped persons. All its services are planned and carried out in a manner to supplement and extend, and not to duplicate or compete with, the services of any other agency public or private; national, state, or local.

**NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS**, 1790 Broadway, New York 19, New York *Executive Director*

A volunteer agency, whose purposes are:

- (1) To ascertain the causes and conditions which lead to partial or total loss of vision;
- (2) to promote measures and disseminate information which may help in eliminating such causes and in conserving and protecting eyesight.

The Society has no local branches but offers assistance and leadership to official and unofficial groups whose activities may in any way contribute to the maintenance of eye health and safety. Efforts are made to improve the eye knowledge of various professional groups, such as teachers, nurses, social workers, doctors in training and in service. Promotion of practices and environmental conditions for greater eye efficiency and safety of workers, and development of demonstration projects for early discovery and suitable care of eye diseases are other examples of the Society's program. Professional groups and the lay public are reached through such

educational media as lectures, pamphlets, posters, special exhibits, films, and the radio. Periodicals include *Eye Health and Safety News*, an informal bulletin; and *Sight-Saving Review*, a quarterly magazine.

**NATIONAL TUBERCULOSIS ASSOCIATION**, 1790 Broadway, New York 19, New York *Managing Director*

The objectives of the National Tuberculosis Association, founded in 1904, are the prevention and control of tuberculosis, a communicable disease. Today, its affiliated associations in every state and territory are all working within their designated areas for tuberculosis control on state and local levels. One of the principal weapons used by these voluntary associations in the fight against tuberculosis is education—education of the individual, of the community, and of special groups within the community. The associations work in close cooperation with the medical profession and official health agencies. The National Association also supports medical research. It supplies educational material to the local associations to assist in all phases of the work, and issues a monthly news magazine, *The Bulletin*.

**OFFICE OF VOCATIONAL REHABILITATION**, U. S. Federal Security Agency, Washington 25, D. C. *Director*

Established July 6, 1943, as a constituent of the Federal Security Agency, the Office of Vocational Rehabilitation is the central instrument in the Federal-State rehabilitation system. The agencies belonging to the system are equipped and ready to supply any necessary services to bring or restore the physically or medically impaired civilian to useful, self-sustaining employment which utilizes his highest aptitudes and skills. These services cover a wide range, including vocational counseling, training, and placement, which are always given without charge.

The national office certifies federal funds

for the use of the states, establishes standards in the various areas of service, and furnishes technical assistance to the states. State programs, which are in operation in all the states and the District of Columbia, are administered by Divisions of Rehabilitation, generally located in the state capitals. Many states maintain branch offices in the larger cities. The postal address of any state or city office may be obtained from the national office.

THE VOLTA BUREAU, 1537 35th Street, N.W., Washington 7, D. C. *Executive Secretary*

The Volta Bureau, established in 1877 by Alexander Graham Bell to aid the deaf and the hard of hearing, is controlled by the American Association to Promote the Teaching of Speech to the Deaf. It aids schools for the deaf in their efforts to teach speech and lip reading, by collecting and publishing papers and statistics on the subject and by cooperating with teachers. It publishes the *Volta Review*, a monthly illustrated magazine. Members of the AAPTSD include hard-of-hearing adults, parents and teachers of deaf children, physicians, librarians, school nurses, and others. The work is carried on through correspondence and personal interviews.

### RELIGIOUS EDUCATION

Arranged in three subdivisions: *Catholic, Jewish, Protestant*. The Protestant list is in two sections: *Central Bodies* and *Local Churches*. Under each heading the entries are listed alphabetically.

#### *Catholic*

CATHOLIC ASSOCIATION FOR INTERNATIONAL PEACE, 1312 Massachusetts Avenue, N.W., Washington, D. C. *Executive Secretary*

A membership organization that developed out of a series of meetings in 1926 and 1927. The Association prepares and publishes Committee reports, which, be-

fore publication, are discussed both publicly and privately to ensure the ablest possible revision. Emphasis is upon subjects that deal, directly or indirectly, with international organization and action to promote world peace. Annual and regional conferences are held.

CATHOLIC INFORMATION SOCIETY, 214 West 31st Street, New York 1, New York  
*Director*

The purpose of the Catholic Information Society is twofold: (1) To instruct Catholics in the arguments supporting their belief and practice; (2) to afford non-Catholics an opportunity to obtain authentic information which, it is hoped, will foster good will and understanding and, by removing the misconceptions that cause intolerance, help to create a more united American citizenry.

To both Catholics and non-Catholics who desire a more comprehensive knowledge of the Catholic faith, the Society will send upon request the Marathon Correspondence Course. The subject of the course is the Catholic Church—what Catholics believe and why they believe it. The course is covered by a series of six tests, each test consisting of 100 true-false, multiple-choice, and fill-in questions. Students of Sacred Theology serve as the correspondence school instructors. When an instructor, receives the answers to a test, he corrects them, explains any mistakes that have been made, and gives further information asked for. The course is available to everyone interested, regardless of sect or creed.

CONFRATERNITY OF CHRISTIAN DOCTRINE, 1312 Massachusetts Avenue, N.W., Washington 5, D. C. *Executive Secretary*

A parish organization which enrolls adults and youth of both sexes. It offers a program of religious education in which the emphasis is on *practice*; that is, the application of religious principles to daily life at home and at work; in family, civil,

and social life. The method used is primarily small group discussion. From six to ten persons meet weekly for an hour or an hour and a half during two eight-week sessions to consider and discuss a subject, judge its relation to daily life, and consider how it may be acted upon. Leadership institutes and workshops are also used.

**KNIGHTS OF COLUMBUS CORRESPONDENCE SCHOOL**, New Haven, Connecticut *Educational Director*

The major educational activity of the Supreme Council of the Knights of Columbus at present is its Correspondence School. This school was organized in 1923. While maintained primarily for members and their families, the school is now open also to all war veterans with an honorable discharge from service. It is operated not for profit but on a tuition-at-cost basis, and textbooks are included free of charge in all courses. The K. of C. Society has been the pioneer among fraternal organizations in entering this field of adult education.

More than 100 courses of study are given. These include instruction in business subjects, English, foreign languages, Catholic subjects, civil service, practical engineering, drafting, and in many other technical or special courses. The students range from 16 to 79 years of age; the average age is about 30.

**THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION**, 1312 Massachusetts Avenue, N.W., Washington 5, D. C. *Secretary General*

A voluntary organization whose membership includes those who are interested in promoting Catholic education in the United States. Since it was organized in 1904, the Association has held annual meetings every year with the exception of 1943 and 1945 when conventions were banned as a war measure.

The papers read and discussed at the

different meetings deal not only with the perennial problems of Catholic education but also with educational subjects of prevailing interest. The published Proceedings of the meetings contain information of importance to all who are concerned with education. Each volume includes papers of outstanding merit that reveal the lofty vision and serious efforts which characterize Catholic educational activity in this country.

The Association issues a quarterly publication, *The National Catholic Educational Association Bulletin*. The August number is the Report of the Proceedings and Addresses of the Annual Meeting.

*Jewish*

**AMERICAN JEWISH CONGRESS**, 1834 Broadway, New York 23, New York *Executive Director*

The American Jewish Congress carries on an extensive program of adult education for the purpose of developing an intelligent and articulate public opinion on Jewish affairs. This program is implemented by special educational materials prepared for Congress members and chapters throughout the country by the Community Service Bureau, and by a wide range of informational materials issued by the Office of Jewish Information (OJI) both to Congress members and to the general public, Jewish and non-Jewish. These materials, intended both for individual reading and for use in educational programs and discussion groups, include: (1) *Congress Weekly*: a weekly 16-page magazine, a review of Jewish interests; (2) *Jewish Affairs*: a bi-weekly popular pamphlet series on Jewish problems; (3) *Ojitems*: a printed weekly clip-sheet and graphic service to the press; (4) *News of the Month*: a monthly wall newspaper, telling in picture, chart, illustration, and story the developments in Jewish life throughout the world; (5) *Law and Social Action*: a monthly review of legal, judicial,

and administrative developments in the field of discrimination, civil liberties, minority group rights, etc.; (6) *Facts on Friction*: a monthly review of developments in the field of research on problems of group tensions and community relations.

B'NAI B'RITH, 1003 K. Street, N.W., Washington, D. C. *President*

The B'nai B'rith organization, through its chapters throughout the country, carries forward a program of adult education in both men and women's groups. The topics dealt with include Judaica, current problems, religion, social service. The organizations further carry on a variety of projects giving practical implementation to the cultural program. These projects include the areas of antifamation, veterans problems, Jewish education, and community welfare.

Outstanding in the educational efforts of the B'nai B'rith organization, are the B'nai B'rith Hillel Foundations which conduct a program of cultural, religious, and counseling services at 146 colleges in the United States, Canada, and in Cuba. Regularly assigned personnel directs these programs on college campuses, providing instruction, personal counseling, and opportunities for student participation in Jewish affairs. The Hillel Foundations also make possible an integrated intercultural program at the colleges where they function.

THE COLLEGE OF JEWISH STUDIES, 72 East Eleventh Street, Chicago 5, Illinois  
*Director*

The College aims to provide varied opportunities for pursuing organized study in the history, language, literature, and religion of the Jewish people. It also provides professional training to young men and women who wish to prepare for Hebrew teaching as a vocation, or for teaching in Jewish Sunday schools, or for leading and supervising Jewish club work.

The College of Jewish Studies tries to integrate intellectual, social, and cultural interests in such a manner as to enable students to derive joy from their studies and to deepen their knowledge and understanding through the social and cultural activities in which they engage.

COMMISSION ON JEWISH EDUCATION OF THE UNION OF AMERICAN HEBREW CONGREGATIONS, 34 West 6th Street, Cincinnati 2, Ohio *Educational Director*

The Commission on Jewish Education carries on most of its adult education under the auspices of the Union of American Hebrew Congregations, and the American Institute for Jewish Studies, which is an affiliate of the Union.

The Union of American Hebrew Congregations has over 330 congregations connected with it. Each congregation looks to the Commission as the publishers of materials suited to the needs of adults. These materials, which are prepared by a Committee on Adult Education, include books on Jewish history and religion, the Jewish festivals, Jewish literature, modern Jewish problems, the prayer book, Jewish contribution to civilization, and other related subjects.

Affiliated congregations keep in touch with the Commission, receive its catalogs of publications annually, and are therefore in a position to order the new books for adult education as they come off the press. They use these in the conduct of their courses for adult study groups.

THE NATIONAL ACADEMY FOR ADULT JEWISH STUDIES, 3080 Broadway, New York 27, New York *Director*

The National Academy for Adult Jewish Studies, organized in 1940, is the central agency for adult Jewish education among the organized forces of Conservative Judaism in America. It is under the joint auspices of the Jewish Theological Seminary of America, the United Synagogue of America, and the Rabbinical

Assembly of America, in cooperation with the National Federation of Jewish Men's Clubs and the National Women's League. During recent years a growing number of congregations in every part of the country have conducted courses of study under the Academy's guidance. The congregations that have met specified requirements have been permitted to establish local Institutes of Jewish Studies affiliated with the National Academy.

Since its founding, the National Academy has published more than twenty textbooks, specially written for adult students and intended to be used in short-term unit courses. These text materials cover a wide variety of subjects among them the Jewish Religion, Biblical Literature, Modern Jewish Literature, Hebrew Language, Jewish History, Palestine and Zionism, Jewish Education, and Jewish Family Life. In addition, there have been published a number of volumes known as the Adult Jewish Education Series; also, special tracts and promotional literature.

National conferences on adult Jewish education, held under the auspices of the Academy, are attended by Rabbis; Jewish educators; and, from congregations all over the land, Jewish lay leaders who are interested in this field. A new venture in adult education was launched with the holding of National and Regional Layman's Institutes at which lay people devote from three to five days to intensive Jewish study. Such Layman's Institutes have been held in New York, Philadelphia, Pittsburgh, Detroit, Chicago, and Boston.

NATIONAL COUNCIL OF JEWISH WOMEN,  
1819 Broadway, New York 23, New York  
*Executive Director*

The National Council of Jewish Women, established in 1893, with headquarters in New York City, has Senior and Junior Sections throughout the country.

The Council's program is primarily one of service and education for action in the fields of social legislation, international

relations and peace, contemporary Jewish affairs, social welfare, overseas service, and service to the foreign born.

Anticipating the requirements of modern social welfare methods, the National Council of Jewish Women, from its inception, stressed the training of volunteer workers to facilitate the establishment of neighborhood houses, nursery schools, summer camps, child health clinics, and similar projects which were not sponsored by existing social agencies.

From its beginnings, too, the Council has been in the forefront of the fight for peace through better international cooperation. It took its first step in this direction when the Council's president petitioned President McKinley to avoid war with Spain. Through the years, the Council has participated in every important peace movement.

NATIONAL JEWISH WELFARE BOARD, 145  
East 32nd Street, New York 16, New York  
*Executive Director*

A selected list of adult education projects, sponsored by the National Jewish Welfare Board, includes: (1) Jewish Center Lecture and Concert Bureau, which makes available speakers and artists treating all phases of Jewish culture, through forums, lectures, debates, and other meetings; (2) The Jewish Book Council of America, which aims to revive the traditional zeal for Jewish knowledge among adults; to stimulate the creation of libraries in private homes, schools, synagogues, and other Jewish institutions; and to enrich the programs of clubs, study circles, formal classes, and discussion groups by urging the reading of Jewish books; (3) Jewish Education Department, which advises on Jewish content in Jewish Center programs and renders assistance in matters pertaining to Jewish education; (4) Jewish Music Council, which is made up of representatives of national Jewish organizations of all kinds that are interested in a cultural program for Amer-

ican Jews. Suggestions for a variety of musical activities; lists of instrumental music and recordings; promotional material, including posters and mats; and resource materials for talks, discussions, sermons, and written articles are provided without cost to any Jewish organization that is interested in engaging in Jewish musical activity.

ZIONIST ORGANIZATION OF AMERICA, EDUCATION DEPARTMENT, 41 East 42nd Street, New York 17, New York *Director*

The Education Department assists the Zionist regions and districts through the following types of services: (1) Answers inquiries by telephone, by letter, in person; (2) supplies program materials, songsheets, exhibits, news releases, recordings, lecture outlines, quizzes, films, books, speakers; (3) renders assistance to newsletter editors, forum chairmen, study-group leaders, program planners; (4) conducts an Adult School of Zionist Studies; (5) issues books, pamphlets, program bulletins; (6) cooperates with and assists groups and organizations in related Zionist and Jewish education fields and in areas of interfaith and intercultural activities.

#### *Protestant*

##### *Central Bodies*

AMERICAN UNITARIAN ASSOCIATION, DIVISION OF EDUCATION, DEPARTMENT OF ADULT EDUCATION AND SOCIAL RELATIONS, 25 Beacon Street, Boston 8, Massachusetts *Director, Department of Adult Education and Social Relations*

Purpose of the Department is to assist local churches in the United States and Canada to organize programs and projects in the field of adult education and religious social action, and to stimulate constructive individual and group activity on current legislative issues. This purpose is carried out through correspondence, field visits, and the publication and distribution

of factual and interpretative material dealing with the social aspects of religion.

The Department's primary concern is with the influence and responsibility of the liberal church in relation to problems of world order and democracy.

CONGREGATIONAL CHRISTIAN CHURCHES, COUNCIL FOR SOCIAL ACTION, 289 Fourth Avenue, New York 10, New York *Director*

The general purpose of the Council for Social Action is to inform church members on the social, economic, and political issues of the day and to motivate them to action on these issues. This dual function of the Council is discharged in various areas through its Committees on International Relations, Legislation, Intercultural Relations, Agricultural Relations, and Industrial Relations.

The Council aids local churches to establish their own Social Action Committee. A Church Counsellor on the central staff spends much of his time in the field, speaking in local churches and before church groups, consulting with them, teaching at summer schools and conferences, and giving leadership to groups on college campuses.

The Council publishes a monthly magazine, *Social Action*; an occasional newsletter, *Together*; and pamphlets on special topics.

EVANGELICAL UNITED BRETHREN CHURCH, 1900 U. B. Building, Dayton 2, Ohio  
*General Secretary of Christian Education*

In the Evangelical United Brethren Church, which was formed by the union of the Evangelical Church and the United Brethren Church, responsibility for administration of Christian Education resides in a denominational Board, one of whose staff members is a Director of Adult Work. There are similar Boards of Christian Education and Directors of Adult Work in each of the 52 Annual Conferences into which the denomination is organized, and

in the more than 5,000 local churches. Through these channels, adult education is promoted and directed by means of periodicals, conventions, conferences, and training schools.

Since the close of World War II, major attention in the adult field has been given to work with young adults, especially returned veterans, and to organized men's groups.

**FEDERAL COUNCIL OF CHURCHES OF CHRIST IN AMERICA**, 297 Fourth Avenue, New York 10, New York *Executive Secretary*

Works toward improvement of human relations—intercultural, interracial, international. The Council is not an administrative organization. It holds conferences of local church leaders to stimulate study and intelligent discussion of social, economic, and political questions from the point of view of Christian ethics. Sponsors radio broadcasts. Publishes *Federal Council Bulletin*, monthly except July and August; *Information Service*, weekly except during August. Full list of publications sent upon request.

**FRIENDS' GENERAL CONFERENCE**, 1515 Cherry Street, Philadelphia 2, Pennsylvania *Secretary*

Since the Society of Friends has no professional priesthood, believing that each individual carries responsibility for finding communion with God and helping in the welfare of the community, adult education is of prime importance.

The Friends' General Conference Committee on Religious Education publishes study courses and lessons for adult classes in Sabbath Schools; prepares outlines for other discussion groups; conducts leadership training courses; and helps leaders by visits, correspondence, in choice of material, and in method. Adult education in local communities is also promoted through individual reading and study.

Perhaps the most distinctive method of

education among adults is that of projects of social action. Friends' Committees help communities to study a community problem and decide what can be done and then plan how they can best carry through the program of action.

**INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION**, 203 N. Wabash Avenue, Chicago 1, Illinois *Director of Adult Work*

"Learning for Life," a study plan for adults, published and distributed by the ICRE, offers a variety of elective courses grouped under seven main headings: (1) The Bible in Life; (2) Personal Faith and Experience; (3) Christian Family Life; (4) Church Life and Outreach; (5) Community Issues; (6) Major Social Problems; (7) World Relations. The Council recommends and makes available selected interdenominational texts on the subjects covered in the "Learning for Life" program.

Local congregations are urged to use democratic methods in selecting the courses for their study programs. For administration of the program, local churches are advised to set up an educational committee, or similar body, to coordinate the adult study program with other church program activities.

**THE METHODIST CHURCH, THE WOMAN'S SOCIETY OF CHRISTIAN SERVICE**, 150 Fifth Avenue, New York 11, New York *Secretary of Missionary Education*

The educational program of the Woman's Society of Christian Service, which reaches more than a million Methodist women in the United States, consists of a regular monthly meeting for at least nine months of the year; meetings each month of smaller groups within the Society known as Circles; study classes on subjects approved by the Woman's Division of Christian Service of the Board of Missions and Church Extension of the Methodist Church; and special studies arising out of the needs of the local groups. A program



booklet and a worship booklet, which contain suggestions for twelve monthly programs, are furnished for local societies through the Woman's Division of Christian Service. The study emphasizes each year relate to Home and Foreign Missions, Social Action, and the Bible. Through these various educational opportunities Methodist women are seeking to create a group mind which will express itself in personal and social living that is Christian.

PRESBYTERIAN CHURCH, U. S. A., BOARD OF  
CHRISTIAN EDUCATION, 1105 Witherspoon  
Bldg., Philadelphia 7, Pennsylvania *Director, Department of Adult Work*

In the Presbyterian Church, U.S.A., the range and scope of the curriculum for adults has expanded to include the whole field of community and world problems and tensions, and there is a definite trend toward correlating the many program approaches to adults into a balanced, unified pattern, so that a broader base of knowledge and participation may be achieved with *more* adults. Thus the program elements of missions, evangelism, stewardship, social education and action, family life, etc. become parts of a coordinated whole. A strong national interboard council on united adult work helps to achieve this.

There has been, also, considerable advance with regard to procedures and techniques in adult education. Short-term courses along broad elective lines, cutting across organized groups, are increasingly popular, while the organized class study along traditional lines is being maintained as well. Drama, music, the open forum, the informal discussion group, the panel, book-reading clubs, informal leadership-training groups, schools of religion, schools of missions, family nights at the church combining various adult educational features, increased social-recreational activities, etc. are dramatizing the untapped possibilities in the adult field.

Specifically, the adult educational efforts in the Presbyterian Church are focused in five major areas: (1) The Training of Church Officers, to enlist the intelligent services of laymen; (2) Men's Work, to awaken the rank and file of the laity to the total task of the church; (3) Young Adults, to meet their special needs and interests; (4) Family Life, to bring help to the home in every possible way; (5) Adult Study-Discussion-Action Curricular and Techniques, with a broad base of operation.

Local churches are encouraged to review regularly the effectiveness of their programs with adults. The Board of Christian Education makes certain instruments available to the local congregations for such purposes and tries to give them help in evaluating and revising their programs to meet the needs of adults more adequately.

THE UNIVERSALIST CHURCH OF AMERICA, 16  
Beacon Street, Boston 8, Massachusetts  
*General Superintendent*

The adult education program of the Universalist Church is the direct responsibility of department executives whose projected programs have been correlated by a special Leadership Education Committee of the denomination's Central Planning Council. In this Council all the auxiliaries and allied organizations have representation.

A selected committee made up of executives prepares an annual Plan Book, which is distributed without cost to all churches and groups within the churches. The Plan Book differs in its emphasis each year, aiming to implement the needs as expressed through the Central Planning Council. Since organizationally, the Universalist Church is a free church, no superimposed or detailed program of absolute requirements can be projected, but the Plan Book points local leaders in some uniform direction.

The Association of Universalist Women, representing the women's division, issues an annual Yearbook of program suggestions, study group materials, and worship services. The General Sunday School Association provides a generous amount of leadership material for parents, teachers, and superintendents. The Universalist Youth Fellowship promotes an active social action program.

Executives are available for field service to local churches, and summer institutes in several widely separated areas are sponsored and partly maintained under denominational guidance.

#### *Local Churches*

CHEVY CHASE PRESBYTERIAN CHURCH,  
Chevy Chase Circle, Washington, D. C.  
*Director of Educational Program*

Aims to provide a complete program of adult education, with classes and discussion groups for all ages and mixed groups as well as separate men's and women's organizations. In addition to the traditional Bible study groups and classes for adults, there are discussions of current social, economic, and political subjects from the Christian point of view with the aim of presenting a clear picture so that each member may think the problem through for himself. A "Mother's Class" deals especially with subjects relative to the religious nurture and training of children. The officers of the church meet not only for the business management of the church but also as a class to study the work of the church.

Provision is made for the members of each group to serve in some definite project of a service nature. Because the groups believe that study without action does not lead to Christian living, there is constant emphasis upon doing as well as upon study.

The Sunday morning preaching service is looked upon as the main element in the adult educational program of the church.

THE CHURCH IN THE HIGHLANDS, White Plains, New York *Minister*

The Church deals at various points and in different ways with public issues. Emphasis on such issues characterizes the preaching of the Minister. In the Men's Club, the Women's League, the Highlanders, and other groups, discussions and addresses on public issues are scheduled through a World Service Committee, which presents the program in a broad international context, pointing out the relevance of the world mission of Christianity to the establishment of world peace. A group for the discussion of international problems meets monthly.

THE COMMUNITY CHURCH OF NEW YORK,  
40 East 35 Street, New York, New York  
*Director of Educational Program*

The principal features of the adult education program are as follows: (1) A Sunday evening community forum, addressed by distinguished speakers on national and international problems, with questions and discussion from the audience; (2) a round-table discussion group, for the informal and intensive discussion of public questions; (3) regular midweek lecture courses, running six or eight successive weeks, conducted by qualified leaders; (4) occasional language courses; (5) a consultation service, under the direction of trained experts, in problems of marriage, mental hygiene, and vocational guidance.

CONGREGATIONAL HOUSE INSTITUTE, 14 Beacon Street, Boston 8, Massachusetts  
*Director*

Each fall, the Massachusetts Congregational Conference and The Pilgrim Press jointly conduct the Congregational House Institute for church and church-school workers. The Institute meets for five successive Monday evenings for a program which varies in detail from year to year, but is fairly constant in its pattern.

The first hour of each evening session is devoted to group study and discussion of

five elective standard courses, which deal with the content and techniques of different phases of church work and teaching. The group study period is followed by a general assembly at which a series of lectures may be given by some one person, or separate, but related, subjects may be presented by different speakers.

Teachers, superintendents, pastors, officers, and others seriously interested in church work come from the Congregational churches in the Boston area to attend the Institute.

COTTAGE GROVE AVENUE PRESBYTERIAN CHURCH, Cottage Grove Avenue, Des Moines, Iowa *Pastor*

Christian adult education is developed through two channels: The Mariners Club and the Mothercraft Club. The Mariners Club Program is directed by three Commissions: (1) Christian Home Commission, which deals with problems of the home and personal life; (2) Faith and Life Commission, which stresses knowledge of the Church and aims to bring others into the circle of that knowledge; (3) Social Education and Action Commission, which seeks to show how Christian principles can be applied in all phases of life.

The Mothercraft Club, made up of young mothers of preschool children, centers its study on the problems of Christian home life and the relation of the home to the church.

COUNCIL OF CHURCHES OF LOWELL, 36 Douglas Road, Lowell, Massachusetts  
*Chairman of General Committee*

A "University of Life" program is offered cooperatively by Protestant Churches in Lowell. The program consists of a series of lectures and discussions on: (1) Christianity and Human Relations; (2) Understanding the Bible. Topics taken up under the first series have included "Jew and Arab in Palestine," "Dealing with the Japanese People," "Labor and Management," "The American Home."

FIRST METHODIST CHURCH, Ross and Harwood, Dallas, Texas *Educational Director*

Indispensable to the Church's program of adult education is a functioning Adult Council, which meets regularly, initiates, develops, and undergirds the whole program. Supplementing and strengthening the program of class study for adults are the Sunday evening meetings arranged periodically, including at least one series of Adult Forums each year.

Another significant phase of the adult education program is the sponsoring of children's and youth departments by adult classes. One of the great values accruing from this relationship between adult classes and younger age groups is that the adults gain a clearer, more sympathetic understanding of the Church's total program. Important also is the assistance given sponsored departments in matters of leadership.

FIRST UNITARIAN CHURCH, Orlando, Florida *The Ministers*

Conducts two series of Community Forums, one in November-December, the other in January-February each year. Special emphasis on social and international problems. Speakers mainly from the faculty of Rollins College. No sectarian propaganda; a real community project, members being drawn from all churches, and from no church.

A Choral Speaking Group for young people meets weekly. Members of the group read the lessons in the Church service once a month. The program of the Group includes both speech training and the appreciation of poetry.

GWYNEDD MEETING OF THE RELIGIOUS SOCIETY OF FRIENDS, Gwynedd, Pennsylvania *Chairman of Committee on Religious Education*

Adult education is carried on in three ways: (1) Two adult classes in Firstday

(Sunday) School, one class studying questions of the day, such as juvenile delinquency, from the Christian point of view; the other studying the Bible and its application to everyday living; (2) evening meetings of mothers to study child psychology; (3) Sunday evening community lectures planned to stimulate thoughtful consideration and intelligent discussion of social and religious questions.

HENNEPIN AVENUE METHODIST CHURCH,  
Lyndale at Groveland, Minneapolis 4,  
Minnesota *Minister of Education*

Conducts "The University of Life," a Sunday evening program for youth 15-35 years of age. Talks and discussions are offered in four major areas of interest: Religion; Psychology-Personality; World Affairs; and Creative Arts, and in each area, the programs are conducted on three different levels—high school, university, and senior business.

There is also an Adult University of Life, which meets on Thursday evenings. Courses are offered in five areas of adult interest: (1) Understanding the New Testament; (2) Understanding Ourselves (personality development, marriage problems, etc.); (3) Understanding Our World (series of talks by leaders who have worked in Missions in all parts of the world); (4) Understanding Others (series of speakers on race relations in Minneapolis); (5) Understanding Drama (play production).

HOLLISTON AVENUE METHODIST CHURCH,  
1305 E. Colorado Street, Pasadena 1,  
California *Director of Personnel Relations*

Holliston Church believes that it should continually adapt its program to the special interests and needs of its people, and should be responsible for introducing helpful and strength-giving ideas that may be woven into the fabric of daily living. In pursuance of this aim it offers a plan for Christian adult education organized

largely on the basis of special-interest classes, all of which are taught by laymen. Topics include: The Four Cornerstones of Peace, The Church, Marriage, and the Young Adult, What the Informed Citizen Needs to Know, How to Read the Bible, One Nation, The Methodist Church—Its Organization and Objectives, etc.

The Craft Center, providing facilities for leather-work, ceramics, copper-work, and other crafts, is open to any adult group.

MOUNT VERNON PLACE METHODIST CHURCH,  
900 Massachusetts Avenue, N.W., Wash-  
ington, D. C. *Director of Social Wel-  
fare*

One evening a week groups of mothers take classes in child care, homemaking, diet, health, and the like. Schools of Christian Living, formerly conducted at intervals, now run almost continually, bringing together on Sunday evenings young adults for study of such subjects as juvenile delinquency and comparative religion, courtship and marriage, and world affairs.

THE RIVERSIDE CHURCH, Riverside Drive  
and 122nd Street, New York 27, New  
York *Director of Educational Program*

There is a program of Wednesday evening lectures on religious and current social topics. Riverside Guild, young people 18-35 years of age, has variety of discussion groups, drama workshop, chorus, etc. Women's and men's groups sponsor discussions, reading groups, visits to places of educational and social interest as well as dinner meetings with speakers. A large symphony orchestra open to all interested gives two concerts a year. Arts and Crafts program includes classes in leather-work, book-binding, jewelry, metal-work, pottery, wood-work, drawing, painting, photography, weaving.

#### SAFETY EDUCATION

Arranged alphabetically by names of agencies.

AMERICAN AUTOMOBILE ASSOCIATION, Pennsylvania Avenue at 17th Street, Washington, D. C. *Director, Traffic Engineering and Safety Department*

The AAA Adult Traffic Safety Education program emphasizes: (1) Mass education of pedestrians through various means to encourage observance of safe walking rules, including setting an example for children; (2) mass education of adult drivers through AAA "Take It Easy" national driving and walking program; (3) driver training for adult motorists through operation of high standard driving schools in various parts of the country by AAA automobile clubs.

AMERICAN NATIONAL RED CROSS, 18th and D Streets, N.W., Washington 13, D. C. *Administrator, First Aid, Water Safety, and Accident Prevention Service*

In the field of adult safety education the American Red Cross, through its chapters and branches in virtually every community, offers certificated courses in the three allied subjects of First Aid, Water Safety, and Accident Prevention. The graduated First Aid courses are *Standard, Advanced, Instructor*. The Water Safety courses are *Beginner, Intermediate, Swimmer, Advanced Swimmer, Senior Life Saver, Instructor*. Accident Prevention courses are *Home, Home and Farm, Instructor*. All courses emphasize mastery of skills through individual instruction and practice under direction of Red Cross trained and qualified instructors.

NATIONAL COMMITTEE FOR TRAFFIC SAFETY, 20 N. Wacker Drive, Chicago 6, Illinois *Executive Director*

The Committee represents more than 80 member organizations interested in better highways and in more effective and safer use of highways. The main purpose of the Committee is to collect, and to transmit to its members information on traffic safety problems and programs. The Committee

also assists members in developing and maintaining public support for traffic safety programs. It prepares newspaper releases and publishes occasional pamphlets.

NATIONAL CONFERENCE ON HOME SAFETY, National Headquarters American Red Cross, Washington 13, D. C. *Chairman, Education Committee*

The National Conference on Home Safety is composed of more than thirty national agencies interested in preventing accidents in and about the home. Annual meetings are held. The year-round activities of the Conference are conducted through the following committees: Home Accident Statistics, Home Planning and Construction, Home Maintenance and Operation, and Education and Public Information.

NATIONAL FIRE PROTECTION ASSOCIATION, 60 Battery March Street, Boston 10, Massachusetts *General Manager in Charge of Safety Education Program*

Founded in 1896, as a nonprofit, technical and educational organization, to promote the science and improve the methods of fire protection and prevention; to obtain and circulate information on these subjects; and to secure the cooperation of its members and the public in establishing proper safeguards against loss of life and property by fire. Through the standards and regulations promulgated by its technical committees and published by the Association, it has come to be looked to for guidance and information by its worldwide membership. Sponsoring Fire Prevention Week, observed each year in October by Presidential Proclamation, it has stimulated the publication and distribution of vast amounts of literature in the fire prevention field. A complete list of publications will be sent upon request.

NATIONAL SAFETY COUNCIL, 20 N. Wacker Drive, Chicago 6, Illinois

The Council was established in 1913. Its

membership consists of business corporations, government departments or bureaus, trade and professional associations, clubs and service groups, community safety organizations, and individuals. The Council operates through its members, chapters, and affiliated local safety councils. Two regional offices are maintained; one in San Francisco, the other in New York.

The Council is interested in all phases of safety, including safety in industry, traffic and transportation, school, home, on the farm, and in recreational activities. The Council sponsors and conducts meetings, publishes books, pamphlets, and posters, collects and supplies information on accidents; studies the causes of accidents; sponsors an annual traffic safety contest among states and cities; issues informational releases to newspapers and magazines; prepares radio material for sponsored and sustaining programs; and through cooperation with the Advertising Council prepares material on public safety measures for sponsored advertising.

UNITED STATES DEPARTMENT OF AGRICULTURE, Washington 25, D. C. *Chairman, Farm Home Safety Committee*

The Farm Home Safety Division of the Department sponsors a safety program for the farm home providing technical information on safety and safe practices which is disseminated through publications, press and radio releases, extension services of the Department, traveling exhibits, and cooperation with other organizations. The technical safety information for farm homes concerns floors and finishes; flammability of textile fabrics; house construction, remodeling and repair; procedures in all house and yard activities; etc.

The Department's Bureau of Human Nutrition and Home Economics provides information in regard to safe home and outdoor clothing for women and children; safe practices in the care, preparation, and preservation of food; proper household

equipment, its arrangement, use, and care in order to prevent accidents.

The findings of the safety programs of the Department, even when addressed to particular sections of the population, are available to everyone.

## SETTLEMENTS

Arranged alphabetically by names of settlements.

ARRIA HUNTINGTON FOUNDATION, 512 Almond Street, Syracuse 2, New York  
*Headworker*

The story of the Huntington Club Trading Post and Canning Cooperative illustrates the many different values in a project that meets a genuine need, that enlists the interest and active cooperation of all members of a group, and that produces results which they recognize as important.

The Trading Post was started as a means of exchanging unused, but usable clothing among a neighborhood group of women. Resulting friendships brought about the formation of a canning cooperative. The women have learned much about nutrition, about buying and selling and household planning. They have learned something about the division of labor and the management of a business. Above all, they have developed mutual understanding, and the ability to share experiences, to give and take advice, and to act on the principle that "the best interest of all is the best interest of each."

ASSOCIATION HOUSE OF CHICAGO, 2150 W. North Avenue, Chicago 47, Illinois  
*Head Resident*

Old-age program of arts and crafts, recreation and discussion meets twice weekly. Two mothers' groups meet regularly for discussion; training in various skills; instruction in cooking, sewing, homemaking. A fathers' group is interested in discussion and development of skills. There are English and citizenship classes for all ages.

**BRIGHTMOOR COMMUNITY CENTER**, 22027 Fenkell Avenue, Detroit 23, Michigan  
*Executive Secretary*

Has a variety of adult education activities. An outstanding book-review club that has progressed from passive acceptance of stories to active discussion of problems. Arts—music, painting, a historical pageant. Weaving and other crafts. Social action, resulting in the extension of bus service, more traffic lights, a branch library. Town Hall meetings on Social Security, socialized medicine, labor-management relations. Temporarily interrupted by World War II, these activities have been resumed and are being expanded.

**CENTRAL COMMUNITY HOUSE**, 333 E. Mound Street, Columbus 15, Ohio  
*Executive Director*

"The Golden Age Club" for men and women over 65 years of age holds weekly supper meetings, and also devotes one evening to group activities—the men mostly to discussions, the women to weaving, painting, quilt-making, and a course in nutrition.

**COLLEGE SETTLEMENT OF PHILADELPHIA**, 433 Christian Street, Philadelphia 47, Pennsylvania  
*Executive Director*

Consumers' Cooperative Buying Club discusses ways and means to obtain food and household supplies of good quality at reasonable prices, and studies the history and methods of operating consumers' co-operatives. Other adult education activities include a craft program in leather work and pottery; classes in English and Spanish; a Savings Center; health talks; discussion groups, educational movies.

**ELIZABETH PEABODY HOUSE**, 357 Charles Street, Boston 14, Massachusetts  
*Headworker*

Dramatic clubs (Peabody Players and Ukrainian Dramatic and Dancing Society); Opera Company; Polish Chorus;

choral speech, esthetic dancing, mother's club, service clubs, discussion groups, classes in dressmaking and nutrition, Credit Union, workingmen's group interested in labor problems, Ukrainian groups with self-organized programs.

**EMERSON HOUSE ASSOCIATION**, 645 N. Wood Street, Chicago 22, Illinois  
*Head Resident*

Problems of housing, health, schools, and community politics discussed in sewing classes, nursery school mothers' club and men's club. Some of the groups have taken action, notably on the question of amendments to the Illinois Child Welfare Law. Advisory Council of Adults has been formed to improve settlement's program.

**FIVE TOWNS COMMUNITY HOUSE**, 270 Lawrence Avenue, Lawrence, L. I., New York  
*Executive Director*

Youth Council of the National Association for the Advancement of Colored People has conducted educational meetings on the local job situation and has campaigned for a permanent Fair Employment Practices Committee.

**FRIENDS' NEIGHBORHOOD GUILD**, 534 North Fourth Street, Philadelphia 23, Pennsylvania  
*Headworker*

The Guild is a laboratory, where techniques of co-racial group work and community organization are developed and passed on to other agencies. Guild educational activities for adults include mothers' clubs, a family forum, homemaking, sewing, concerts, a chorus, painting, sculpture, ceramics, cooperative study groups, cooperative workshop, a fix-it shop, a crime-prevention council.

**GOODRICH HOUSE**, 1420 East 31st Street, Cleveland 14, Ohio  
*Headworker*

A Senior Dramatic group, under a highly trained leader with social interests puts on plays of social significance, which stimulate much informal discussion of so-

cial questions. This dramatic work has been of great value, not only in the technical training given, but also in the character-development involved.

A group made up largely of veterans works for progressive social legislation, state and national. A mothers' group studies home nursing and nutrition. A neighborhood Health Festival has been followed by community night programs dealing with fire prevention and cleanup.

HENRY STREET SETTLEMENT, 265 Henry Street, New York 2, New York *Headworker*

Education for grownups operates through a variety of different setups. The Adult Clubs, formed on a basis of friendship, often build their programs around a project which involves the whole organization—workshops, theatre, Music School.

The Adult Council, made up of representatives of the Adult Clubs, discusses current events, with a view to relating education to action, knowing that most people are more eager to learn when the learning equips them for making real decisions. A Living Newspaper, to which much material is contributed by the Clubs, helps to clarify issues and promote action. A Credit Union has prepared the way for further action along cooperative lines. A group studying and reporting to the neighborhood on the voting record of its representatives in the city, state, and federal government brings realism to education which stresses the citizen's responsibility as a voter.

A Homeplanning Workshop, in which the whole family may work, provides for the repairing and making of furniture, sewing, mending shoes, renovating and exchanging garments and finding out the best buys for the kitchen.

HUDSON GUILD NEIGHBORHOOD HOUSE, 436 West 27th Street, New York 1, New York *Director*

Women's civic club; classes in home-

making, sewing, clay modeling, photography. English classes for a mixed group including Greek, Yugoslav, Italian, and Spanish-speaking people. Town Meeting program on economic and social problems. Trips to operas and concerts.

LENOX HILL NEIGHBORHOOD ASSOCIATION, 331 East 70th Street, New York 21, New York *Headworker*

Pottery; art; woodwork; swimming classes; old-age group, the men interested in working in the wood-shop, the women in sewing.

LITTLE HOUSE, 73 A. Street, Boston 27, Massachusetts *Headworker*

Little House Adult Education Group was organized in 1935, when a group of young women became interested in discussing their problems as workers in industry. The group meets once a month for supper, followed by an evening devoted to a discussion of current problems. Labor problems, taxation, and international relations have been the subjects of most of the meetings. Frequently a program starts with a speech; then comes a general discussion. Movies have been used very effectively in the meetings on international affairs.

NORTH EAST NEIGHBORHOOD HOUSE, 1928 N. W. Pierce Street, Minneapolis 13, Minnesota *Headworker*

Adult education program began in 1915 among newly arrived immigrants of many nationalities. English and citizenship were the chief subjects. Developments since then have been many and significant. Child-care training has developed into highly specialized parent education. Homemaking has included learning to cook American foods, make American clothes, use American cleaning and laundry equipment. An improvement association has beautified the neighborhood and removed "spite fences" between families representing different nationalities. A program of flower and vegetable gardens is flourishing.



Wholesome recreation, dramatics, classes in personality development attract the young people. Though the number and character of the educational activities have changed greatly over the years, informal methods are used, as they were in the beginning; and now, as then, the subjects are chosen in response to expressed desires.

PILLSBURY SETTLEMENT HOUSE, 320 16th Avenue, South, Minneapolis 4, Minnesota  
*Executive Director*

Businessmen's Association represented on city-wide committees concerned with juvenile delinquency. Women's Service Clubs concerned with civic affairs; sponsors a Christmas Gift Shop. Other women's groups interested in sewing, homemaking, child psychology, citizenship.

SOHO COMMUNITY HOUSE, 2358 Fifth Avenue, Pittsburgh 13, Pennsylvania  
*Director*

Public Affairs Committee meetings on price control, steel strike, housing legislation, fair employment practices, health insurance, political candidates. The Committee membership is interracial and includes both men and women. A group worker meets with the committee to develop leadership within the group and to give advice and help when the Committee members ask for it.

SOPHIE WRIGHT SETTLEMENT, 4141 Mitchell Avenue, Detroit 7, Michigan  
*Headworker*

Adult groups: Service Men's Wives' Clubs, Mothers' Club, Old Neighbors' Club, Women's Club, various study classes. Subjects: Citizenship and English, sewing and knitting, first aid and home nursing. Classes in other subjects formed upon request.

SOUTH CHICAGO COMMUNITY CENTER, 9135 Brandon Avenue, Chicago 17, Illinois  
*Headworker*

A Spanish-speaking People's Council

has held successful mass meetings to agitate and educate for a permanent Fair Employment Practices Committee. A Men's Club, made up of Mexican contract workers, studies English. A Young Wives' Club discusses personal health, social hygiene, behavior problems of children, federal and state legislation, and other topics. A Friendly Club for older men and women provides recreational programs and talks on subjects of particular interest to the group.

UNION SETTLEMENT ASSOCIATION, 237 East 104 Street, New York 29, New York  
*Headworker*

English classes; seven mothers' groups and two men's groups with educational and recreational programs; programs of crafts, music and discussion three times weekly for men and women over sixty-five; a swap shop; cooperative buying club; needlework, sewing, cooking, and nutrition classes; parent education groups; organization of four block committees; monthly community night—an educational intergroup program. The educational program is planned by an Adult Council, made up of representatives of the various adult groups.

WEST SIDE COMMUNITY HOUSE, 3000 Bridge Avenue, Cleveland 13, Ohio  
*Headworker*

Dramatics, sewing, ceramics, weaving, and music classes; also parent education.

WOODS RUN SETTLEMENT, 3033 Petosky Street, Pittsburgh 12, Pennsylvania  
*Resident Director*

The Adult Social Education group at the Woods Run Settlement stems from a Committee of the Settlement Garden Club, which interests itself in local and national problems. The Committee is flexible. It reorganizes for each new problem because in this way proper persons can be brought in for the twofold purpose of study of the problem and action on the problem.

The Committee has concerned itself at various times with the reopening of a local public school, the needs of preschool children, clean-up campaigns, gardening, flood hazards, financial campaigns, building inspection and sanitation, and many other activities.

### TEACHERS & LEADERS, TRAINING

Arranged alphabetically by the names of educational institutions and agencies that provide the training courses described.

**AKRON, UNIVERSITY OF, Akron 4, Ohio**  
*Director of Adult Education*

Offers a survey course in adult education for public school teachers and administrators as well as for those engaged full-time in adult education. Reviews the historical background including European influences, but devotes the greater share of the course to current programs throughout the United States. Stresses the social, economic, and civic importance of a well-planned program of adult education in a democracy.

**CALIFORNIA, UNIVERSITY OF, SCHOOL OF EDUCATION, Berkeley, California** *Dean, School of Education*

Offers: (1) A course giving a general overview of adult education, including history, aims, methods and materials, organization and administration; (2) Methods and Practice in Adult Education, providing a review of the principles of adult education and a discussion of the psychology of adult learning and of methods and materials appropriate for work with adult groups. This course includes field work, mostly at night, giving opportunities for observation of adult study groups and practice in working with them.

**CALIFORNIA, UNIVERSITY OF, SCHOOL OF EDUCATION, Los Angeles 24, California**  
*Dean, School of Education*

Offers various types and grades of courses in adult education:

(1) An on-campus introductory course predominantly for undergraduate students. Covers: (a) Definition and scope of adult education; (b) major areas of activity and need, such as vocational efficiency, civic participation, personal growth; (c) institutional resources such as public schools, libraries, special adult education agencies, (d) common problems, such as administration, leadership, methods, materials. When this same course is offered off-campus by University Extension, the content is determined by means of a problem census in the community. Examples of questions submitted in a problem census are: How can adult education be made to carry over into real life situations? How through community-wide planning can the educational needs of adults be met more effectively? What are the best methods for arousing public interest in adult education and for recruiting students?

(2) A graduate seminar primarily devoted to assisting individual students on special research projects; such as training of discussion leaders, guidance in adult education, radio and adult education, etc.

(3) Special classes and institutes, for example, an Extension course on Counseling Techniques in Adult Education, and a two-week residential institute on Community Leadership Training.

**CHICAGO, UNIVERSITY OF, UNIVERSITY COLLEGE, DEPARTMENT OF EDUCATION, Chicago, Illinois** *Dean of University College*

The work in adult education offered by the Department of Education serves the needs of three fairly distinct groups: (1) Persons who are now in the field of adult education who wish to organize, systematize, and extend their knowledge of concepts and practices; (2) persons desiring to equip themselves for positions of leadership by studying the whole field of education with particular concentration on adult education; and (3) students preparing for positions, such as superintendencies, prin-

cialships, or deanships, which require them to know something about adult education. The needs of the first and third groups are met by taking individual courses; the needs of the second group are met by developing a sequence of specialization in adult education.

There are three courses which are specifically in the field of adult education. The first, entitled "Adult Education," is designed to give a general overview of the nature of adult education in the United States; to develop an understanding of its social setting; and to provide an opportunity for constructive study of the organization and administration of adult education. The second course, "Curriculum and Instruction at the Adult Level," covers the objectives of adult education; the selection and organization of curriculum materials, techniques of teaching; and guidance and its implications in adult education. The third course, entitled "Parent Education," is designed for those who work with parents in groups or individually.

In addition to these three courses, the Department of Education offers a number of courses, each of which deals with adult education in some fashion, either as a single topic or as a part of the crosscutting analysis of some broad problem. Ordinarily, students who specialize in adult education take several of these general education courses. These students are encouraged also to take courses outside the Department in such subjects as social psychology, community analysis and organization, adult reading, and so on.

COLUMBIA UNIVERSITY, Teachers College of New York 27, N. Y., Department of Adult Education *Head*

Offers graduate courses leading to master's and doctor's degrees in adult education. These include work in foundations of adult education, administration, methods and materials, community organization, rural adult education, adult psychology, discussion methods, parent education.

Opportunities also for advanced seminars, special field work, research activities.

INSTITUTE OF ADULT EDUCATION *Executive Officer*

An integral part of Teachers College, the Institute was established in October, 1941 "for the purpose of conducting an intensive study of the opportunities, problems, materials and methods of adult education, and for assistance in the training of leaders and workers in the field." Also provides scholarships for students in adult education at Teachers College. It has published a series of publications relating to the problems of adult adjustment, with special reference to the problems of veterans. In 1945 it set up a film laboratory for special research on utilization of 16mm films usable for adult discussion purposes, and in 1946 began the publication of the *Film Forum Review*, a quarterly publication issued in cooperation with the National Committee on Film Forums.

Institute works closely with the American Association for Adult Education, and publishes the "Inter-Council Newsletter" which is distributed by the Association.

GEORGE WASHINGTON UNIVERSITY, Washington 6, D. C. *Dean*

Offers two courses in adult education. The first deals with the nature, extent, and organization of programs in adult education; the second takes up the interests, needs, and capacities of adult learners; techniques employed in motivating and directing learning activities; and adult education methods, with special emphasis on group discussion.

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION, Cambridge, Massachusetts *Registrar*

A seminar course, *The History, Principles, and Purposes of Adult Education*, deals with the main philosophies and movements of adult education in those countries which have been influential in its

development, especially the United States, England, the Scandinavian countries, and the German Republic. Attention is given also to the role of adult education in the totalitarian systems.

For the practical side, each member of the seminar surveys a community or an area within Boston: (1) To determine the economic, political, and general social make-up of the community; (2) to evaluate the present facilities for adult education; and (3) to make specific recommendations in the light of what is known about adult education historically and comparatively, and about the community specifically.

INSTITUTE OF COMMUNITY LEADERSHIP, 309  
S. McBride Street, Syracuse 3, New York  
*Executive Secretary*

Established in 1945, under joint auspices of Syracuse University, the New York State Citizens' Council, and the Bureau of Adult Education of the New York State Education Department, in cooperation with a number of New York State agencies and the National Planning Association.

Meets for a period of two weeks each summer and is designed to bring to all who attend a fuller realization and clearer understanding of the issues that have the greatest impact on citizens and their communities. Participants receive information; practice in discussion and analysis; and instruction in the methods of community organization.

IOWA STATE COLLEGE, Ames, Iowa *Registrar*

The Home Economics Department offers: (1) Adult Education in Homemaking, which discusses the philosophy of adult education and of education for homemaking and family life, with opportunities for observation of adult groups and participation in organizing and planning for them; (2) Methods in Home Economics Extension.

Two courses in adult education are offered also in the Department of Vocational Education.

IOWA STATE TEACHERS COLLEGE, Cedar Falls, Iowa *Registrar*

Offers a course that covers such topics as: What adult education is, its function, psychology of adult learning, effective methods of teaching adults, what makes a well-balanced program for adults, how to organize adult programs in Home Economics, etc.

The topic, psychology of adult learning, is broken down into the following sub-topics: why adults seek education; basic personality needs of adults; persistent problems of adults as they grow older; what people read and what makes it readable.

Practice in teaching adults is included in the course.

MICHIGAN STATE COLLEGE, East Lansing, Michigan *Registrar*

Offers a general survey course in adult education, designed particularly for teachers, directors of adult education, and students who desire to acquaint themselves with the philosophies, methods, techniques, materials, and agencies with and through which they might operate a program. Special emphasis is placed upon participation in local adult education activities as a laboratory for evaluating ways and means for dealing with adults.

MINER TEACHERS COLLEGE, Washington, D. C. *Assistant Professor of Education*

Offers for teachers of adult classes, leaders of adult groups, and interested lay persons a course which is designed to stimulate interest in, and to develop a philosophy of, adult education; and to suggest procedures for guiding adult learning. It examines community needs of, and provisions for, education of adults; and emphasizes general methods in literacy education. Students are guided in the investigation of their special interests and problems.

To enroll for college credit, students should be teachers of adults or have successfully pursued a course in educational psychology or the psychology of learning, and a course in materials and methods of reading.

NATIONAL EDUCATION ASSOCIATION, DIVISION OF ADULT EDUCATION SERVICES, 1201-16th Street, N.W., Washington 6, D. C. *Executive Secretary, Department of Adult Education*

Since the summer of 1946, when the Division of Adult Education Services participated in a workshop for the training of 75 community leaders in Connecticut, this Division has been actively engaged in leadership training.

In 1947, in conjunction with the Research Center for Group Dynamics of the Massachusetts Institute of Technology, and with the cooperation of a number of other institutions of higher learning, the NEA Division set up a National Training Laboratory in Group Development at Gould Academy in Bethel, Maine. This training laboratory was essentially planned for those who would later train others either as trainers or as action persons.

The project provided a true laboratory situation in which the problems of inducing change in individuals through the group process and of aiding in group growth in adult education groups were seriously studied, and solutions were tested. Questions relating to group leadership, group size, responsibility for participation, etc. were studied and tested. The project includes a publications program, through which reports of various aspects of the laboratory work and the findings of the tests are made available to interested individuals and groups.

NATIONAL INSTITUTE OF SOCIAL RELATIONS, 1244 20th Street, N. W., Washington 6, D. C. *Director*

From the many hundreds of capable men who participated in the planning, di-

rection, and implementation of the Orientation Programs of the various branches of the Armed Forces, the National Institute of Social Relations selected for promotion of its community program only those who met the following qualifications: extensive background in adult education and in some branch of the social sciences; deep intellectual and emotional commitment to the democratic way of life and a strong desire to develop an alert, informed, citizenry through an adult education program based on group discussions; ability to organize; ability to train others; ability to meet and mix with people of all kinds in a community.

Each of the community workers is given an orientation and training of at least one month's duration before going out into the field. The orientation consists of a detailed study of the community to which he is assigned; a thorough review of discussion techniques and methods of training and briefing discussion leaders; a study of methods of organizing a community council; and a review of ways of promoting programs of group discussions.

Volunteer discussion leaders in the communities receive training in discussion techniques. The Basic Training Program for Volunteer Discussion Leaders covers the following: (1) The value of group discussion; (2) setting the stage; (3) the role of discussion leaders and participants; (4) introducing the subject; (5) getting the discussion started; (6) guiding and stimulating the discussion; (7) ending the discussion; (8) briefing sessions on specific topics; (9) demonstration discussions and evaluation; (10) how to use audio-visual aids; (11) the effect of discussion on social action; (12) local program promotion.

See also *Civic Education* p. 325 ff. and *Men's and Women's Clubs* p. 383 ff.

NEW MEXICO, UNIVERSITY OF, Albuquerque, New Mexico *Professor of Education*

Offers: (1) Introduction to Adult Edu-

cation, a course covering the origin, development, philosophy, and objectives of adult education; (2) Adult Education Methods and Materials, a course which includes a workshop in the production and assembly of materials for specific situations and activities.

NEW YORK, COLLEGE OF THE CITY OF,  
SCHOOL OF EDUCATION, New York 31,  
New York *Dean, School of Education*

Offers both credit and noncredit courses in adult education. The former include: Teaching English and Citizenship to Foreign-born Adults; Methods and Materials of Teaching Elementary School Subjects to Adults; Principles and Methods of Teaching Adults; Community Organization; and Background Course in Adult Education.

The noncredit courses include: Relating Adult Education to Community Needs; Training in the Use of Discussion Techniques in Group Situations; Methods and Materials of Teaching Elementary School Subjects (Secondary School Subjects) to Adults; Teaching the Foreign Born to Use Good English; Teaching a Foreign Language to Adults; Helping Adults to Build Their Vocabularies; Teaching Arts and Crafts to Adults; Creative Teaching of Non-professional Dramatics to Adults; and Teaching Homemaking to Adults.

Wherever suitable, opportunities for practice are provided in connection with the courses of study. Also, with students who have taught adult groups or are teaching them at the time, the courses are, as far as feasible, based upon situations and problems that members of the class have encountered in their own experience.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, Stillwater, Oklahoma  
*Registrar*

Offers two courses: (1) Adult Education, Introductory—a survey of the field of adult education covering the contributions of many different agencies, such as

the public schools, university extension, Smith-Lever Agricultural extension, Smith-Hughes Vocational Education, libraries, etc.; (2) Methods and Materials in Adult Education, in which study is supplemented by opportunities to participate in various types of discussion.

OMAHA, UNIVERSITY OF, Omaha, Nebraska  
*Registrar*

Offers: (1) An introductory professional course in the Organization and Administration of Adult Education; (2) a course tracing the background history leading up to the present interest in, and philosophy of, adult education. This second course describes and evaluates adult education programs, formal and informal, and discusses adult education financing, promotion, public relations, etc.

PITTSBURGH, UNIVERSITY OF, Pittsburgh 13,  
Pennsylvania *Registrar*

The following courses are offered: (1) Development of Adult Education, which deals with the history of the chief types of adult education; (2) Programs of Adult Education, which discusses the aims, content, and practices of the chief programs of adult education now current in the United States; (3) Administration of Adult Education, offered as a seminar and limited to advanced students; and (4) Moral and Religious Training of Adults, given in the Department of Religious Education.

ROOSEVELT COLLEGE, 231 S. Wells Street,  
Chicago 4, Illinois *Professor of Adult Education*

Two adult education courses are offered. The first, Introduction to the Field of Adult Education, discusses the various philosophies of adult education; the various types of programs which are being carried on by institutions of higher learning, public schools, and adult organizations; the psychology of adult learning and the motivation of adults. Practice is given

in program building, and in the techniques of discussion leading.

The second course, Conference Planning and Procedure, deals with group discussion techniques and conference methods in adult education. Members of the class participate in the organization and conducting of several conferences in their major field of interest.

TEMPLE UNIVERSITY, EVENING DIVISION OF  
TEACHERS COLLEGE, Broad and Mont-  
gomery Avenue, Philadelphia 22, Penn-  
sylvania *Coordinator, Courses in Adult  
and Labor Education*

Established in 1943 by the administrative officers of Temple University and a group of prominent citizens who recognized the growing need for teachers who are familiar with the history, setting, principles, and objectives of adult education, and who have been trained in the use of various types of discussion and other adult education methods. Courses are given in such subjects as: Social Aspects of Adult Education, Methods and Materials of Adult Education, Adult Elementary Education, Labor Education, etc. The courses are adapted to the needs of men and women working in the fields of labor, social work, community organization, as well as in the city educational system.

WASHINGTON, UNIVERSITY OF, Seattle,  
Washington *Registrar*

Offers a course in the Principles and Objectives of Adult Education. Provides opportunities for practice in conducting public forums by releasing faculty members from teaching for a full quarter in order that they may serve as forum speakers and discussion leaders.

WISCONSIN, UNIVERSITY OF, Madison 6,  
Wisconsin *Registrar*

The College of Agriculture offers: (1) A course on Extension Work in Agriculture and Home Economics, dealing with relationships and legal status of the var-

ious services, and with methods of organization and instruction used; (2) a seminar course on special problems in rural education; (3) Adult Programs in Home Economics—organization and administration of home economics work for adults in urban and rural centers; (4) Teaching Homemaking in the Part-time School and Rural Vocational Centers; and (5) Teaching Home Economics in the Part-time School (advanced course).

The School of Education offers: (1) Principles of Adult Education, dealing with the philosophy and practice of adult education as evidenced through programs of forums, discussion groups, institutes, extension and correspondence courses, and evening school programs; (2) Part-time Education—its history, purpose, organization, curriculum, and administration in Wisconsin.

The Department of Speech offers a course in The Theory and Practice of Group Discussion.

The Department of Debating and Public Discussion employs a full-time "Discussion Specialist," who works with leaders of rural groups in informal institutes all over the State. At many of these institutes, specialists in music, art, drama, and recreation give leadership training courses in these fields. There is also an "Adult Program Specialist," whose primary responsibility is in the film forum field. He evaluates and selects visual aids and offers to leaders of adult groups training and demonstrations in the conduct of film forums.

#### THEATRE, NONPROFIT

Except for the National Theatre Conference, the following list includes theatres and theatre schools, arranged alphabetically by names of theatres under the sub-head *Community* and by names of universities under *University*.

NATIONAL THEATRE CONFERENCE, WESTERN  
RESERVE UNIVERSITY, Cleveland 6, Ohio  
*Executive Secretary*

The National Theatre Conference is a

cooperative organization of directors of community and university theatres, together with a few playwrights of note and other distinguished contributors to the American theatre. It is a nonprofit organization supported largely by grants-in-aid and administers projects for the benefit of the noncommercial theatre. It publishes a *Bulletin*; conducts a placement service for directors, technicians, costumers, teachers of drama, etc.; and grants fellowships in drama.

### *Community*

CAIN PARK THEATRE, 3441 Washington Boulevard, Cleveland Heights 18, Ohio  
*Supervising Director*

Cain Park Theatre, organized in 1938, is an open-air summer theatre owned and operated by the city of Cleveland Heights. It presents ten plays in ten weeks, offering a variety which includes musical comedy, serious and light plays, particularly those which lean toward spectacle. Tryouts are open to the public, and many citizens participate in the productions. All the musical comedies are presented by a volunteer company. The purpose of the theatre is to provide entertainment to the community at low cost and to develop the musical and dramatic talent of the citizens.

CLEVELAND PLAY HOUSE, 2040 East 86th Street, Cleveland 6, Ohio *Director*

The Cleveland Play House is a resident, producing theatre, operating a nine-and-a-half month season for an annual audience of more than 135,000. It houses two theatres under one roof: the Francis E. Drury, seating 530, and the Charles S. Brooks, seating 160. It produces from fourteen to seventeen plays a season, dividing them between the two stages. The widely varied repertory is designed to fit the needs of a modern, multicultural urban public and is presented according to professional standards and technique.

The Play House, through its main function of producing plays, is able to further

an extensive educational program which includes a School of Theatre, enrolling students from all parts of the country, and a Children's Theatre with registration of hundreds of local school children.

The Theatre's permanent company includes actors, technicians, and administrative staff. It is supplemented, as needs arise, by guest actors from other communities, by local volunteer associates, and by assimilation of apprentices from the theatre school.

GOODMAN MEMORIAL THEATRE, School of Drama of the Art Institute of Chicago, Monroe Street and Columbus Drive, Chicago 3, Illinois *Registrar*

Provides training in acting, directing, scene and costume design, technical production. Gives thorough preparation for: radio, Broadway productions, motion pictures, teaching drama, directing school dramatics, and community play work. Also prepares technicians and designers for work in both the community theatre and the professional theatre.

LITTLE THEATRE OF JAMESTOWN, INC., 414 Fairmount Avenue, Jamestown, New York *Director*

In October, 1936, the Little Theatre of Jamestown was incorporated as a nonprofit organization under the New York State membership law for the following purposes: "The production of worth-while plays for the maintenance of drama as an art; the presentation of opportunity for creative activity in acting, directing, and staging; the enrichment of community life by the creation of a new community enterprise in which everyone may share; and the general encouragement and stimulation of interest in the dramatic arts."

PASADENA PLAYHOUSE ASSOCIATION, 39 South El Molino, Pasadena 1, California  
*Supervising Director*

A three-year school for training in the Theatre Arts. The branches included are acting, directing, designing, playwrighting,



technical production. The types of theatre for which training is given include the stage, screen, radio, and television. The training includes classroom instruction and also laboratory work. Among the subjects of instruction are: Speech, Costume Designing, Theatre History, Manners and Customs, Dancing, Lighting, etc. These subjects, which are oriented toward directing, writing, and designing, as well as toward the technique of acting, go hand in hand with the laboratory work in which the teaching is applied.

SEATTLE JUNIOR PROGRAMS, 1386 Dexter-Horton Building, Seattle 4, Washington  
*Executive Secretary*

Seattle Junior Programs is a sponsoring organization. Its series of plays are offered through elementary, junior high and high schools. It furnishes pay for trained leaders in creative dramatics in the play centers, in housing units, in park areas. It contributes to the support of Young People's Symphony and the Seattle Public Schools Summer Orchestra in the parks. It is adult education in that it develops the adult resources of the community for the benefit of children. It is helping develop similar organizations in other Washington communities.

SEATTLE REPERTORY PLAYHOUSE, Seattle's Civic Theatre, Seattle 5, Washington  
*Executive Director*

The Seattle Repertory Playhouse, Civic Theatre, was founded in 1929. It operates a full-time School of the Theatre. Each season, in conjunction with the Junior Programs of Seattle, it produces three plays for children, playing 20 performances of each play. Plays a regular schedule of adult plays from September through July, playing Wednesdays through Saturdays.

STAGE FOR ACTION, 203 N. Wabash Avenue, Chicago 1, Illinois  
*Executive Director*

Stage for Action is part of a national

organization. Its members are professional radio and stage actors who volunteer their services in acting, directing, and writing plays on vital issues of the day. The plays are performed for a nominal fee before church groups, unions, women's clubs, civic organizations, lodge and social organizations, and nonpartisan political action groups. The plays performed are concerned with social questions, such as fair employment practices, racial and religious tolerance, civil liberties, and support for a strong United Nations.

TRYOUT THEATRE, 5526 17th Avenue, N.E. Seattle 5, Washington  
*Executive Secretary*

Tryout Theatre is a playwright's theatre devoted to the development of the new play. It produces a manuscript play, one never produced previously or one revised and being tried out again, once every six weeks. Each play is produced every Thursday, Friday, and Saturday for a period of six weeks. When possible, the author attends to make changes in the script during the run of the show.

Tryout is a community theatre. Originally started by twelve persons interested in new plays, it now has a membership of over 200. Many of its members were in the armed forces during the war. Tryouts for plays are open to all actors, actresses, and technicians in the community.

### *University*

CARNEGIE INSTITUTE OF TECHNOLOGY, Theatre of the Department of Drama, Pittsburgh 13, Pennsylvania  
*Head, Department of Drama*

The Department of Drama offers a four-year course in both the theory and practice of acting, playwrighting, stage direction, technical direction, and scenic and costume design. The course revolves around the continual operation of the departmental theatre. The technical work involved in the continuous production of

plays constitutes the major activity of the department and brings the student face to face with the practical problems of the theatre at the same time that he is studying its theory in the classroom. The scenery, the costumes, the lighting, the acting, and in some cases the plays, are the work of the department. Evening courses in Voice and Speech and Playwrighting are offered.

CORNELL UNIVERSITY THEATRE, Ithaca,  
New York *Director*

The Cornell Dramatic Club was organized in 1909. Its original policy was to produce European plays seldom or never produced by the professional theatre in America. The Club was the first Cornell activity organized with a complete recognition of the equality of men and women, but a separate Women's Dramatic Club continued to be active until 1925, when it effected a consolidation with the Cornell Dramatic Club.

The Club has supplemented its program by directing and staging the Kermis plays of the State College of Agriculture dramatic group; by cooperating with the Department of Physical Education for Women in a number of dance recitals; by staging the Rural Dramatic Festivals of Farm and Home Week; and by sponsoring a long series of visiting attractions, chiefly lectures, marionettes, and artists of the dance.

In 1924, the Summer Theatre was organized as a feature of the summer session, and it has since continued to serve as a laboratory for the summer students in dramatic art and to provide the chief entertainment of the summer session. The Laboratory Theatre for graduate students in Dramatic Art was opened in April, 1930. In October of that year, the Trustees of the University officially approved the integration of the Cornell Dramatic Club, the Laboratory Theatre, the Summer Theatre, and the Stage Laboratory into the Cornell University Theatre to function un-

der the supervision of the Department of Public Speaking. The Cornell University Theatre was one of the noncommercial theatres selected as original members of the National Theatre Conference, organized in 1931.

In 1936, the Modern Art Film Theatre was organized as a division of the University Theatre for the purpose of bringing to the Cornell campus the most significant American and foreign pictures.

In the fall of 1938, the New York State Drama Project was added to the activities of the University Theatre program. This project aims to procure plays, suitable for rural and small-town dramatic societies, schools, and colleges, which would present themes and stories of local New York flavor. The Radio Workshop of the Theatre has presented, monthly through the year, radio plays on regional historical themes and folk tales. Presentations of regional and old American plays have been made for the annual convention of the New York State Historical Association.

INDIANA UNIVERSITY, Bureau of Public Discussion, Extension Division, Bloomington, Indiana *Executive Secretary*

Maintains an information and play loan service, assists in providing play production directors, and publishes *Stage Door* in promotion of amateur dramatics.

NORTHWESTERN UNIVERSITY, The University Theatre, Evanston, Illinois *Director*

The University Theatre was organized in 1920, supplanting earlier campus dramatic groups. Its educational functions include: the training of actors, directors, and production workers; the advancement of research in dramatic literature and theatre history, the production of significant plays which find no place in the commercial theatre; experimentation in the methods and materials of the theatre; and the provision of a discriminating theatre for the University community.

Selected plays produced by the University Theatre are adapted for television and broadcast through television in Chicago. In this way, students are introduced to this new and important medium and given experience in television production.

OHIO UNIVERSITY, University Theatre,  
School of Dramatic Art and Speech,  
Athens, Ohio *Dean, College of Fine  
Arts*

In 1944, the School of Dramatic Art and Speech of Ohio University initiated a program to make greater use of the theatre as an agency for furthering religious tolerance and bringing about a greater understanding of social problems. To fulfill this purpose, plays of religious and sociological significance have been produced in the University Theatre, a two-day conference on religious drama has been held, and in 1946 the first of a series of summer workshops was organized to train workers in religious and social drama. The workshops are conducted by the regular staff and guest lecturers over periods of four weeks. Although some regular students of the university may participate, the aim of the workshop is to serve adults who wish to return for intensified work of this special nature.

UNIVERSITY OF NORTH CAROLINA, The  
Carolina Playmakers, Chapel Hill,  
North Carolina *Director*

The Carolina Playmakers, founded in 1918, is the producing organization of the Department of Dramatic Art at the University of North Carolina. The Playmakers have a threefold aim: (1) To promote dramatic art, (2) to serve as an experimental theatre, and (3) to extend their influence in creating a native theatre throughout America. They divide their annual program into two parts: Public Productions, including professionally written plays; and Experimental Productions, including seven bills of one-act plays, written, directed, and staged by students in

the playwrighting courses. All the scenery and costumes used in The Carolina Playmakers' production are designed and constructed in their workshop.

Besides having their own theatre building for their laboratory work and regular performances, the Playmakers also have a Forest Theatre in which they stage their out-of-door productions; and they have access to the facilities of Memorial Hall for their musical productions.

YALE UNIVERSITY THEATRE, Department of  
Drama, New Haven, Connecticut  
*Chairman*

The Department of Drama of Yale University is built upon the principle that the heart of the theatre is the play, and that the play is not a play until it is produced on a stage before an audience. The Department therefore begins with writing the play, the author receiving instruction and criticism in a playwrighting class. At the same time, in order to get the play on the stage, instruction is carried on in the various arts of producing the play: directing, acting, designing, costuming, lighting, and technical production. The school moves from the classroom to the stage, becoming an active producing organization. Background is given by a study of the history of drama and the theatre.

#### UNIVERSITY EXTENSION

Arranged alphabetically by names of sponsoring educational institutions.

THE AGRICULTURAL AND TECHNICAL COL-  
LEGE, Greensboro, North Carolina *Di-  
rector*

Evening courses for adults, concerned primarily with problems of family life, employment, and civic affairs. Professional courses for teachers. Trades and vocational work.

BRIGHAM YOUNG UNIVERSITY, Extension  
Division, Provo, Utah *Director of Ex-  
tension Division*

Offers a wide variety of home study

courses and extension lecture classes in Provo and the surrounding counties. Has an exceptionally fine loan collection of films. Plans for establishing an FM radio station are under consideration.

A unique contribution to adult education in the area is the annual Leadership Week, organized by the Extension Division. All those interested in church and civic affairs are especially invited to participate in the leadership program, which covers a wide range of cultural subjects. Of special interest are the concerts given by the University Symphony Orchestra, the Concert Band, and the Mixed Chorus. Supplementing the musical feast is one of dramatic art.

Since Brigham Young University is the University of the Church of Jesus Christ of Latter-Day Saints, religion—its study and daily application—is given prominence in the Leadership Week program and in all the other activities of the University and its Extension Division.

**COLUMBIA UNIVERSITY**, Morningside Heights, New York 27, New York  
*Director of School of General Studies*

One of the main objectives of Columbia University's extension program is to bring to mature students who are no longer concerned with academic advancement, and also to a nonacademic public, some of the resources of the University.

The work of the School of General Studies is not carried on by correspondence, nor does the School set up extramural centers of instruction. Courses are given on the campus in the later afternoon and evening and on Saturday mornings.

Extension courses include: (1) General studies; (2) professional studies; (3) programs of the Institute of Arts and Sciences (*see p. 315*); and (4) service courses. The service courses offer instruction in foreign languages; English to non-English-speaking students; courses in certain elementary subjects, and instruction in many different vocational subjects and skills.

As of July 1, 1947, a coeducational school was opened for mature students with classes at convenient hours and a program leading to the degree of Bachelor of Science, together with provision for professional study in the fields of architecture, business, engineering, and creative and applied arts.

**HAMPTON INSTITUTE**, Hampton, Virginia  
*Director of Extension and Summer Study*

Hampton Institute, as a regional institution, provides through its extension program adult education activities in its immediate community and in other centers where other resources are not available. These activities consist of courses, institutes, meetings, forums, counseling, and other services incident to community needs.

Special attention is now given to the preparation of study materials for adults who have had extensive experience, but whose educational backgrounds are limited. The training of teachers for groups of such adults is another of the Institute's major concerns.

Hampton Institute serves as headquarters for the National Conference on Adult Education and the Negro, and cooperates with the U. S. Office of Education and other agencies and institutions in developing special programs.

**HARVARD UNIVERSITY**, Commission on Extension Courses, Cambridge, Massachusetts  
*Chairman*

The Commission on Extension Courses is composed of representatives of seven colleges in Greater Boston; the Director of the Boston Museum of Fine Arts; the Director of the Massachusetts Division of University Extension; the Trustee of the Lowell Institute; and the Chairman of the School Committee of the City of Boston. The Chairman of the Commission is furnished by Harvard University, and a majority of the classes are held in Harvard

Yard, but the teaching staff is drawn from the faculties of all of the participating institutions. Courses are offered in arts and sciences.

HUNTER COLLEGE, Evening and Extension Sessions, Park Avenue & 68th Street, New York 21, New York *Director*

Offers nearly one hundred adult education courses in a wide variety of subjects, from language courses in Chinese, Russian, Polish, Turkish, Czech to training for radio singers; courses in retailing, current events, dramatics; etc. Nonmatriculants may also enroll in the regular liberal arts courses leading to degrees.

These adult education and liberal arts courses help to meet the needs of both civilians and veterans who are desirous of obtaining preprofessional or prevocational training; of those who seek recreation and relaxation; of those who desire to develop hobbies and skills; or of those who wish to keep abreast of changing conditions in our country and abroad. Courses in English and speech for the foreign born are increasingly popular. In one of these courses, the students represented 16 different nationalities.

The program of adult education will continue to be expanded under the direction of the Faculty Adult Education Committee, and a constant effort will be made to discover and meet the interests and needs of present and prospective students.

INDIANA UNIVERSITY, Division of Adult Education and Public Services, Bloomington, Indiana *Dean*

Maintains Extension Centers in Indianapolis, Kokomo, Richmond, Jeffersonville, Bloomington, Fort Wayne, South Bend, East Chicago. Offers extension courses in other towns and cities, and informal services elsewhere throughout the State.

Correspondence instruction offered in nearly 400 courses, in high school and college subjects and in various fields of adult

education, for civilians, applicants for citizenship, and for veterans.

Informal and special types of public services include: lectures, forums, community organization, club study, short courses, conferences, institutes, inservice training, lecture series on international affairs and social-economic problems, package libraries, achievement contests, aids to amateur dramatics, exhibits, recordings, production and distribution of motion pictures, publications.

The Division also acts as a coordinating agency for the special services of the various schools, colleges, and departments of the University, and develops adult education and continuation school projects on the campus and in other centers.

NORTHWESTERN UNIVERSITY, University College, Chicago 11, Illinois *Dean*

The evening divisions of Northwestern University comprise the School of Commerce, including the Division of Journalism, and the University College. The latter offers courses in the liberal arts, speech, education, music, and first-year engineering. The majority of classes are held on the Chicago campus of the University. Graduates of accredited high schools are admitted, as well as a few mature adults with less education.

OHIO UNIVERSITY, Extension Division, Athens, Ohio *Director University Extension*

The Extension Division gives educational service by both the class method and the correspondence method. Classes are conducted in the larger towns in southeastern Ohio for teachers and others who are interested in some form of continued education.

Correspondence study at both the high school level and college level is available to any person in the United States. Ohio University cooperated with the United States Armed Forces Institute, and has a

correspondence contract with the Veterans Administration.

THE PENNSYLVANIA STATE COLLEGE, Extension Service, State College, Pennsylvania *Assistant to the President in Charge of Extension*

The Extension Services of Pennsylvania State College represents a federated type of organization of extension units in the various schools of the college. A Central Extension unit coordinates the activities of the school extension units. In the Central Extension Office there are three divisions representing types of service offered by the College through extension: (1) formal class instruction, (2) correspondence instruction, and (3) informal instruction. These programs are carried on in the various communities of the state by field representatives.

In the subject-matter fields in which it operates, the College, in general, is willing to organize formal evening classes in any center in the state in which a sufficient number of persons may be interested in a particular subject.

The Division of Correspondence Instruction offers a wide variety of home study courses in engineering and in arts and science subjects. In addition, high school directed correspondence courses are now being offered to high school groups and to individuals.

The Division of Informal Instruction is responsible for certain general programs of adult education. Large numbers of short courses and institutes are conducted annually both on and off campus. Workshops have been conducted for officers of such groups as The Pennsylvania Federation of Women's Clubs, Pennsylvania League of Women Voters, and The Pennsylvania Nurses' Association. A management training program for industry, carried on for more than 20 years, makes available educational services for the different levels of management. More recently, educational services have also been

organized for labor unions. A veterans guidance and counseling service functions in cooperation with the Veterans Administration. A traffic safety program for supervisors of trucking fleets is offered not only in Pennsylvania but also in other states. A visual aids service makes films and other teaching aids available to public schools and community organizations on a loan basis. A motion picture studio staff is engaged in the production of educational films and aids. The extension library service supplies reference books and materials; an art and play loan service is also conducted. *Extension News*, published periodically during the school year, describes the various extension activities of the institution.

While the Extension Services supervise and operate all types of adult education programs, it is also the function of the Extension organization to stimulate resident departments to organize and offer such programs on and off campus. Informal projects and services of these miscellaneous types annually reach thousands of persons in the Commonwealth.

PURDUE UNIVERSITY, Technical Extension Division, Lafayette, Indiana *Assistant Director of Information*

Within recent years it has become apparent that there is an increasing need for trained personnel to supplement the work of the professional engineer. In order to help serve this need, the Division of Technical Institutes was established in 1943 as a part of the permanent plan of Purdue University. Through the division, various courses are offered to cover the basic knowledge and practices of present-day industry. Industrial leaders have been consulted to learn the kind of specific technical information required by persons who take jobs in industry.

The facilities of the division are available to those wishing to qualify as engineering aides or technologists. The training differs from the engineering-college

type of curriculum in that it emphasizes applied and practical rather than basic or theoretical study. Three terms of class work, each twelve weeks in length (unlike the degree-credit program in which the semesters are seventeen weeks in length), are offered during each school year. Quite a substantial percentage of the Technical Institute student body is made up of persons already employed in industry. Most of these students take their work in part-time evening classes. Veterans, who are enrolled in considerable numbers, enroll for the most part in full-time day programs. The average age of the students has remained consistently at about 30 since the start of the program. About 10 per cent of the students are women.

Six different curricula are offered by Purdue's Division of Technical Institutes. Each of the six follows the same general pattern, and includes fundamental courses, such as mathematics, physics, drawing, English; nontechnical courses such as history, government, economics, psychology, and speech; and major field courses, which include specialized instruction related to the particular field of study.

Another much-needed service consists of a wide variety of conferences for teachers, educators, and others, which are held both on and off the campus under the auspices of the division.

**RHODE ISLAND STATE COLLEGE**, Division of General College Extension, 25 Park Street, Providence 8, Rhode Island  
*Director*

Among its extension activities in the field of adult education, the Division offers a program of evening classes designed for rank-and-file workers in the trade union movement. The program is organized as a cooperative venture between the State College and an advisory committee composed of five representatives each from the American Federation of Labor, the Congress of Industrial Organizations, the Railroad Brotherhoods, and the Industrial

Trades Union of America, an independent union operating in Woonsocket, Rhode Island. The Workers' Education Program consists of background courses, vocational subjects, and a considerable number of subjects pertaining directly to the labor movement. The classes meet either in space provided by State College or in union halls. Instructors for the most part have a labor-legal background or a record of service in the conciliation field.

The Division also offers special services to professional groups within the state, by means of short intensive Institutes which provide opportunities for interested persons to hear experts in their particular field.

Another Division service is known as the Industrial Training Service. Courses offered as part of this service are not standardized, each course being designed to meet the particular training problems of a specific industry. These courses are of varying length, from ten hours up to any maximum desired. Most courses in this service are taught in the plant of the industry subscribing to the service.

**RUTGERS UNIVERSITY**, Extension Division, 77 Hamilton Street, New Brunswick, New Jersey  
*Director*

The University Extension Division activities of Rutgers University include adult education programs on both a credit and noncredit basis. Generally, such programs include specialized instruction given at the request of groups and persons throughout the state.

Rutgers Extension Division pioneered the first labor institute in 1931. Under the auspices of the Division, members of the New Jersey Federation of Labor meet annually on the campus for a four-day institute to study and discuss matters directly affecting labor's welfare.

Among the Division's other special activities are the following: Annually a two-week intensive school in banking problems is conducted on the campus for bank of-

ficers. Industrial executives of the state meet annually at Rutgers for an all-day discussion of their mutual management problems. The Extension Division and the Medical Society of New Jersey joined forces in June 1946 to develop the first comprehensive clinical postgraduate medical program for general practitioners. The Technical Institute, operated in New Brunswick and Penns Grove, provides brief courses designed to prepare individuals for specific technical positions.

Specialized noncredit courses make up the largest segment of extension activities. These courses may cover any subject on a college level for groups anywhere in the state.

Among the teaching methods, besides lectures, which the Extension Division uses are: radio, films, forums, correspondence courses, workshops, conferences, and institutes.

STATE UNIVERSITY OF IOWA, Extension Division, Iowa City, Iowa *Director*

The Extension Division is the unit through which the knowledge, the thought, and the ideals of the several colleges and departments on the campus are made available to the people of the state.

Throughout each year, conferences, institutes, clinics, and workshops are held on the campus for many professional and other groups. Likewise, conferences on audio-visual teaching methods, speech correction, care of crippled children and other subjects are held at selected centers throughout the state.

By means of its own radio station, WSUI, the University offers courses in music, literature, history, and languages as well as regular broadcasts in the field of child welfare and parent education. Organized listener groups participate in these programs.

Some 200 courses covering subjects in both graduate and undergraduate areas are offered regularly by correspondence study. These courses are taught by the

same staff members who give courses in residence.

The Bureau of Visual Instruction of the Extension Division supplies schools, churches, lodges, clubs, and adult education groups with films, filmstrips, slides, recordings, transcriptions and other audio-visual aids for educational purposes.

SYRACUSE UNIVERSITY, University College, Syracuse 10, New York *Dean of University College*

In August, 1946, University College was reorganized from the former School of Extension Teaching to become one of the constituent colleges of Syracuse University. University College classes are open to nondegree students, provided they show enough background to warrant their entry. There is beyond this a program of Community Service courses which offer opportunity for any and all to come and learn informally. Practical business and engineering fields are particularly featured in the Community Service program; but a growing number of classes in painting, modeling, music and craft work are being added to the informal course offerings.

Audio-visual equipment has been provided and instructors who have not yet found it practicable to use visual aids in their campus teaching are responding to the opportunity given them to fit such aids into their night teaching.

UNIVERSITY OF ALABAMA, Extension Division, University Extension, University, Alabama *Dean of Extension Division*

University Centers are maintained at Birmingham, Mobile, Montgomery, and Gadsden, the four most populous communities in the State. In these Centers, not only is resident instruction on a junior-college level provided, but also a general program of adult education is carried on, and various research and training programs in professional and technical fields are maintained.

There is an Adult Education Service,



which is responsible for interpreting, promoting, and coordinating all phases of adult education carried on by the University.

Through an Advisory and Library Loan Service for Women's Organizations, hundreds of women's clubs and other organizations, as well as individuals, avail themselves of both the library resources of the University and the assistance of many faculty members.

A specialist in Education for Home and Family Life cooperates with Parent-Teacher Associations and other groups to hold periodic leadership conferences throughout the state. A regular radio series on family problems is broadcast through the year.

The University maintains its own Radio Broadcasting Services; also a special library of films, filmstrips, and other forms of visual aids, which are lent to schools and adult groups everywhere in the State.

UNIVERSITY OF ARIZONA, University Extension Division, Tucson, Arizona *Director, University Extension Division*

The University Extension Division is organized for service through the following Bureaus: (1) Correspondence Course Bureau, which offers to those who are unable to attend classes on the University campus a well-rounded curriculum; (2) Dramatics Bureau, which offers advice and help in organizing dramatic clubs and in carrying on their activities; (3) Extension Class Bureau, which organizes classes in local communities; (4) Lecture and Lyceum Bureau, through which speakers may be obtained for educational lectures or courses; (5) Library Extension Bureau, which makes books available to individuals or groups; (6) Radio Bureau, which originates programs that are transmitted by commercial networks of the State as a public service; (7) Visual Aids Bureau, which makes available, at a nominal fee, educational films, glass slides, and film slides.

UNIVERSITY OF CALIFORNIA, University Extension, Berkeley 4, California *Director of University Extension*

Day and evening classes are offered on the Berkeley, Los Angeles, and Santa Barbara campuses of the University and in any community in the State where there is a demand. Courses are scheduled in social and physical sciences, engineering, education, business administration, music, post-graduate medical and dental instruction, arts, languages, literature, applied arts, and special vocational work. Classes are at all levels from college entrance to post-graduate. Correspondence courses also are offered in the fields listed.

Among the other services offered are extended series of musical and theatrical offerings on both the Berkeley and Los Angeles campuses; faculty lecturers for any group or community; short courses or conferences, some open to the general public, others open by invitation only; libraries of educational motion pictures, teaching aids, prints of paintings, and other materials.

UNIVERSITY OF CHICAGO, University College, 19 S. La Salle Street, Chicago 3, Illinois *Dean, University College Home Study Department, Chicago 37, Illinois Director, Home Study Department*

One of the fundamental features of the University of Chicago from its inception has been its interest in adult education. William Rainey Harper, the founder and first president, had been a successful practitioner of adult education at Chautauqua Institution, and he made it clear that the resources of the University of Chicago, from its beginning in 1892, were to be used in part to meet the needs of adults.

The curriculum of University College includes regular college and professional courses; lecture series and courses; and also special programs, such as a workers' education program, a program of liberal education based on the great books of

Western civilization, labor-management programs developed through formal courses of study and seminar conferences.

The courses use the typical variety of teaching methods, including lectures, discussions, seminars, and direct experience. Audio-visual aids are available for use in courses that require them. In Home Study, all the courses are carried on by instruction on an individual basis.

In the Home Study Department, also, course instruction dates back to 1892. The Department now offers approximately 400 courses, most of them on the college level, but enough of them on the high school level to enable a student to meet the requirements for high school graduation. The Department's clientele includes persons ranging in age from 16 years to over 80; persons living in Chicago to persons living in virtually every country in the world. Most of the courses offered have a bearing on one of the following fields: health, family life problems, vocational guidance, education, and international relations.

UNIVERSITY OF DENVER, 211 Fifteenth Street, Denver, Colorado *Director of Adult Education*

The University of Denver, through its extension program, seeks to provide "continuing educational services for adults, that they may more effectively carry on their occupations, further enrich their personal lives, and better understand our domestic and world problems." While courses are offered at the regular college level in terms of academic standards, the classes are open to all adults so long as they demonstrate ability and interest warranting their participation in the activities. This program is supplemented by special institutes, noncredit courses, and correspondence instruction.

For the most part, adults attend classes at the downtown (Civic Center) campus of the University. Faculty is drawn from all colleges and departments of the Uni-

versity, and from a corps of part-time instructors. Special groups are encouraged to request definite courses to meet educational needs of their memberships.

UNIVERSITY OF MAINE, School of Education, Orono, Maine *Dean, School of Education*

The University of Maine attempts to meet a portion of the needs of the state in such courses as local community groups wish. Groups of persons interested in specific subjects, either short courses, single lectures, or classes for credit, are invited to write the Director in terms of their specific needs. A limited number of courses are also offered by correspondence.

UNIVERSITY OF MARYLAND, Lombard & Greene Streets, Baltimore 1, Maryland *Director Extension*

The University of Maryland conducts its Baltimore program chiefly as a resident center in the city. Late afternoon and evening classes accommodate qualified adults. The courses are planned to meet individual and group needs and are made as flexible as possible under the regulations of the respective colleges of the University. The University plans and organizes programs in cooperation with industry, business, and other agencies concerned with adult education. When administratively feasible, in-plant classes are conducted for the convenience of employed students, and the class meetings are scheduled at locations and times most favorable to industrial and business employees and the adult public in general.

UNIVERSITY OF MICHIGAN, University Extension Service, Ann Arbor, Michigan *Director*

The University Extension Service was organized in 1911 with three distinct aims in view: (a) To promote the cause of education and the advancement of culture throughout the State; (b) to serve local

communities so far as the technical and expert knowledge of University specialists is available; and (c) to stimulate the adult education movement through the medium of formal study courses of university grade.

The channels through which the Extension Service now reaches into all sections of the state are: Extension Credit and Noncredit Courses; Correspondence Study Department; Michigan High School Forensic Association; Bureau of Visual Education; Extension Lectures; Bureau of Broadcasting; Institutes; and Library Extension Service.

In 1935 the first extension office to be opened off the Ann Arbor campus was established in Detroit. In 1942 the work in Detroit was moved to the Horace H. Rackham Educational Memorial, where classrooms, auditorium, library, and office space were provided. In 1943 an office was opened in Grand Rapids, and since then extension offices have been established in a number of other communities. The program in each community is organized to meet the needs of that community. As the communities vary, so do the programs. Although credit courses make up the backlog of the program, approximately 75 per cent of all enrollments are in noncredit courses.

For some years a Family Life Education program has been conducted with the cooperation of the University's School of Education and the State Board of Control for Vocational Education. Other specialized programs of an in-service type have been organized and conducted in cooperation with the State Board of Control for Vocational Education. Programs have also been conducted in cooperation with Michigan's Experimental Program in Adult Education, a project set up under the supervision of the Superintendent of Public Instruction and financed through an appropriation made by the State Legislature. As a part of this project, the University was asked especially to assume responsi-

bility for the development of a program in Workers' Education.

During World War II, the Correspondence Study Department participated in the program of the Armed Forces Institute (*see* p. 276 ff.). Also, during the war, former students of the University were permitted to enroll for correspondence work beyond the level of the first year. This privilege has not been granted to civilians, however.

Special noncredit programs have been developed in conjunction with the Detroit Branch of the Immigration and Naturalization Service, and persons throughout the state are being prepared for the examinations which they must pass in order to become naturalized citizens.

The Bureau of Visual Education cooperates with schools, teacher groups, adult education projects, and community programs in planning for their utilization of visual aids. The Bureau has developed a film project, in which membership is open to schools, colleges, universities, and other responsible organizations in the State. Members pay in advance a fee which is used in the development of the film library and which entitles the member organization to the use of films in the library at a rate considerably lower than the commercial rate.

The Extension Service began originally as a department to schedule lectures by faculty members throughout the State. This still remains an important part of its work, and each year requests from all sections of the state are received.

Since 1925, a Bureau of Broadcasting has been connected with the Extension Service. The University broadcasts over various stations and does not operate a radio station of its own. Permission for the construction of a frequency modulation educational station has been granted the University by the Federal Communications Commission.

Each year the Extension Service cooperates with organizations throughout the

state in the planning and conduct of institutes. A majority of these meetings, which last from one day to more than a week, are conducted on the Ann Arbor campus, but several are held each year in various sections of the State.

The Library Extension Service is an integral part of the University Library. Its work is concerned with the provision of materials requested by persons or groups throughout the State. Distribution of pamphlets, clippings, and reading lists are the major portion of the work. Displays and exhibits of books and other printed materials that are used in conjunction with institutes and similar meetings form another important part of the work of this department. Special study outlines for groups and individuals are also prepared from time to time.

UNIVERSITY OF MINNESOTA, General Extension Division, Minneapolis, Minnesota  
*Dean of University Extension*

The Extension Division offers regular extension classes and short courses on and off the campus, and also correspondence courses. It maintains a radio station; conducts lectures and lyceums as part of its Community Service; and provides library service and other forms of assistance to local government through its Municipal Reference Bureau.

Aside from the adult education aspects of these activities, the extension work at Minnesota is fairly well concentrated in the efforts of the Continuation Center, whose program derives directly from the conviction that agencies of adult education should include units for leadership training in the practical affairs of life, and that such training must necessarily deal with professional persons and professional subjects. Since the opening of the Continuation Center in November, 1936, hundreds of "refresher courses" have been given to groups of professional and quasi-professional enrollees. Though the emphasis of the Center is on professional training, the

cultural and civic aspects of its work are also very important.

UNIVERSITY OF MISSOURI ADULT EDUCATION SERVICE, Columbia, Missouri  
*Director*

The University's Adult Education Service functions through the following sub-departments: (1) Correspondence; (2) Extension Classes for College Credit; (3) Institutes, Workshops, and Forums; (4) Terminal Courses for Veterans, noncredit; (5) Adult Education Centers throughout state, at which courses in Business Management and Agriculture for veterans are administered through local high schools; (6) Community Veterans Centers.

The work in correspondence and extension classes is the typical work offered by most colleges.

The Institutes serve such groups as: State Nurses Association; Parent Teacher Groups; Municipal League; Music and Dramatic groups; Business Associations; Management and Labor groups.

UNIVERSITY OF NEBRASKA, University Extension Division, Lincoln 8, Nebraska  
*Director*

The University Extension Division offers: correspondence instruction on college, high school, and elementary school levels; evening classes; off-campus classes, mostly for teachers who wish to renew certificates; community program service; traveling art galleries; school surveys; speech and child-guidance clinics; institutes and short courses.

Films and other audio-visual aids are available for use on and off campus and audio-visual aids are produced. Instructional materials of various kinds are published and sold. There are radio programs directed by the University Radio Committee, of which the Director of Extension is chairman. Citizenship education on an individualized instruction basis is provided for aliens living in rural areas, in cooperation with the Immigration and Naturalization Service.

UNIVERSITY OF NEW HAMPSHIRE, General Extension Service, Durham, New Hampshire *Director*

The General Extension Service combines in one system the cooperative rural work in agriculture and home economics and other University Extension programs concerned with adult education. The rural work was started in 1911. In 1938, this service was enlarged to develop extension courses, with or without university credit, in centers within the state; to make lecture engagements for faculty speakers; to publish all official bulletins of the University; to operate the Official News Bureau; and to conduct various special programs.

Work in special fields may be noted as follows: Health projects are promoted through the 4-H Clubs and the county home demonstration agents. A Family Life Institute is held each summer at the University at Durham. A committee on housing has been set up. The recreation specialist has taken leadership in the development of a New Hampshire Folk Festival. Industrial extension courses are being developed by the specialist in industrial management. Leadership Training Institutes are arranged in most of the projects in agriculture and home economics in all counties of the state. A radio broadcasting studio is operated at the University. A film library is conducted by the Extension Service.

UNIVERSITY OF NEW MEXICO, Extension Division, Albuquerque, New Mexico *Director*

The Extension Division was organized in 1928, for the purpose of supplying credit and noncredit study to off-campus students. The Division now operates a special lecture service, loan library service, film library service, club study courses, etc. Interest centers predominantly on noncredit work, of all types and subjects, from folk dancing to world affairs. Working throughout the State, the Extension Serv-

ice seeks to draw all agencies in communities together to provide well-rounded programs of adult education.

UNIVERSITY OF NORTH CAROLINA, University Extension Division, Chapel Hill, North Carolina *Director, Extension Division*

The services of the University are being "extended" in countless ways and in many directions. "The State Is the Campus" is more than a slogan. By means of home study courses, library service, extension classes, lectures, radio programs, recreational and cultural activities, and the *University of North Carolina News Letter*, the campus of the University has become coterminous with the boundaries of the Commonwealth.

The relationship between the University and the public schools is unusually close and cooperative. One of the most effective phases of this relationship is the University's program of in-service teacher education.

Training teachers and leaders for adult education is an important part of the University's contribution to the development of the adult education movement, not only in North Carolina, but throughout the South. The adult education programs in Inter-American and International Relations are outstanding.

During World War II, the University cooperated with various federal agencies. Postwar expansion and development include: (1) A Communication Center, with an FM radio station, a motion picture production studio, a photographic laboratory, and recording studios; (2) special services to business and industry; (3) a cooperative educational program with labor; (4) an adult education leadership-training program; and (5) the production and distribution of adult education materials.

UNIVERSITY OF OMAHA, School of Adult Education, Omaha, Nebraska *Director*

The program of the School of Adult

Education comprises a division of general education and a division of technical institutes. The division of general education is arranged in three sections as follows:

(1) The Extension Section (degree credits), in which is offered a selection of general and professional courses in the liberal and applied arts and sciences. A limited number of courses in this section are available in the form of home study or correspondence courses.

(2) The General Section (certificate credits), in which are offered numerous courses of a general cultural, and vocational nature, designed to help adults to keep their education up to date.

(3) The Community Service Section, in which is offered a variety of informal educational services to the community through the medium of lectures, forums, clubs, institutes, publications, etc.

UNIVERSITY OF SOUTH CAROLINA, Extension Division, Columbia, South Carolina  
*Director*

The following services are offered by the University of South Carolina Extension Division: audio-visual aids; off-campus extension classes, evening classes, Saturday and afternoon classes; college and high school correspondence courses; package library service; plays and public-speaking materials; club programs; short courses and conferences; forums and lectures. The Extension Division cooperates with the State Department of Education in accrediting the courses in the Opportunity School (*see p. 416 ff.*) and sponsors conferences for Future Farmers, Congress of Parents and Teachers, State Association of Physical Educators, Audio-Visual Education, and the State Tuberculosis Association.

UNIVERSITY OF TEXAS, General University Extension, Austin, Texas *Dean, Division of Extension*

Extension work, consisting mainly of correspondence courses and of lectures

given by members of the faculty, was established at the University of Texas in 1909.

The present Division of Extension functions through the following Bureaus: (1) Bureau of Extension Teaching, which conducts correspondence instruction in approximately 300 courses and also provides class work in various fields; (2) Bureau of Industrial and Business Extension Training, which works with the State Board for Vocational Education; (3) Health Education Bureau; (4) Package Loan Library Bureau, which lends package libraries, without charge; (5) Visual Instruction Bureau, which gives training in the proper use of visual aids and administers a loan collection. There is also a Bureau of Public School Service.

In 1941, the position of Adult Education Counselor was established in the Extension Division. One feature of the Counselor's work is the giving of talks on adult education and related topics to interested groups throughout the State.

UNIVERSITY OF VIRGINIA, Extension Division, Charlottesville, Virginia *Director*

Functions through the following channels: home study courses; public forums; and extension classes, both credit and non-credit. Noncredit offerings include short courses in a wide variety of subjects; post-graduate clinics for doctors; and a program of workers' education. The education provided through these channels is largely cultural and professional.

There are also education-for-action programs, more informal, experimental, and exploratory than those listed above. Various expressed, the essential purpose of these programs is to find out how to bring all available educational resources to bear upon individual and community problems; how to plan and do worth-while things *with* people, not *for* them.

*See also Special Projects in Adult Education* by Jess and Jean Ogden, p. 118 ff.

UNIVERSITY OF WASHINGTON, Division of Adult and Extension Services, Seattle 5, Washington *Director, Division of Adult Education and Extension Services*

The Division of Adult Education and Extension Services is the over-all agency for all Adult Education and Extension Services of the University of Washington. The following activities are included within the Division: (1) Department of Extension Classes and Correspondence Study; (2) The Speakers Bureau; (3) The Community Forum Program; (4) The Teachers' In-Service Training Program.

In addition to the activities listed above, there are numerous conferences, institutes, and other meetings arranged and conducted on the campus by the Division, in cooperation with various Colleges and Departments.

UNIVERSITY OF WISCONSIN, University Extension Division, Department of Debating and Public Discussion, Madison 6, Wisconsin *Director*

In September, 1946, the Extension Division added to its staff an Adult Program Specialist, whose primary function is to develop and promote film forums in adult study groups. He is a joint appointee in the Department of Debating and Public Discussion (which for many years has provided Loan Package Libraries of printed materials), and in the Bureau of Visual Instruction, which supplies films, filmstrips, slides, and other audio-visual aids. His task involves the evaluation and selection of visual aids suitable for adult use, and the development of the printed study materials to accompany the visual aids. Each group served receives with the film or filmstrip a "lesson plan," a packet of reading materials, and the "Film Forum Guide," which outlines successful procedures.

The Adult Program Specialist also pro-

vides instruction for leaders of adult groups at institutes or workshops, and presents demonstrations of successful methods and procedures. As a part of this instructional program, a monthly publication "Program Notes" is circulated widely, giving information about new topics available, and pointers on program planning.

UNIVERSITY OF WYOMING, Laramie, Wyoming *Head, Department of Adult Education*

Has carried on extension work for a number of years. The main activities have been correspondence study and extension classes. In recent years the University has gone into the distribution of motion picture films for educational purposes and into radio broadcasting. The setting up of extension centers in different parts of the state is under consideration.

VIRGINIA STATE COLLEGE, Extension Department, Petersburg, Virginia *Head, Extension Department*

Formal courses for credit and correspondence courses are offered in the following areas: Administration, English, home economics, health education, mathematics, biological science, physical science, and social sciences.

Informal conferences, forums, and institutes are conducted for lay people and professional workers. Consultative services for diverse groups throughout the state are provided.

An adult education project for functional illiterates, sponsored jointly by Virginia State College and the U. S. Office of Education, is a specific responsibility of this Department.

WAYNE UNIVERSITY, Detroit 1, Michigan *Director, Division of Research and Publications*

Provides a program of late afternoon, evening, and Saturday courses, especially designed for men and women who are qualified to pursue work of college grade;

but who are unable, for personal or occupational reasons, to attend college classes. In addition to such curricula, elective courses covering a great variety of subjects are offered for students who wish to enroll on either a full-time or a part-time basis, but who are not concerned with receiving a college degree.

Particular emphasis is given to education for home and family life, not only from the point of view of the present or prospective homemaker, but also in relation to professional training of social workers, teachers, nurses, and doctors who are to render service to homemakers.

WASHINGTON UNIVERSITY, University College, St. Louis 5, Missouri *Dean*

University College of Washington University began its history with Saturday morning classes in 1908. In 1917, evening classes were added and a short time afterwards a certificate program. Since 1932, University College has been authorized to give the degree, Bachelor of Science in Education, and since 1944, the degree, Bachelor of Science, with major in either natural science or social science.

One course on adult education is offered, designed for teachers and workers in the field. It is planned to offer an additional course in materials and methods.

WESTERN RESERVE UNIVERSITY, Cleveland College, 167 Public Square, Cleveland 14, Ohio *Dean of Cleveland College*

Offers: (1) Formal courses leading to degrees in liberal arts and business administration, and certificate in business administration, several of which are held on the University campus; (2) short non-credit courses in fields of liberal arts, business, and arts and crafts; forums, institutes, concerts, dramatic productions.

Carries on programs in cooperation with other agencies. Examples are a course in driver education for teachers, sponsored jointly by Cleveland College, State Department of Education, and Cleveland

Automobile Club; and an extensive program of classes in "Great Books" sponsored by Cleveland College in cooperation with the Cleveland Public Library.

The College is the accrediting agency for programs of study offered by such business organizations as the Cleveland Advertising Club, American Institute of Banking, Chartered Life Underwriters, Cleveland Real Estate Board.

WITTENBERG COLLEGE, Springfield, Ohio  
*Director of Special Schools*

Evening courses are given on the College campus in liberal arts, including courses in English, history, sociology, geography, Spanish, health and physical education, and public speaking. Day and evening courses are given also in Dayton, Ohio in the liberal arts.

## VOCATIONAL EDUCATION

Arranged alphabetically by names of schools.

DAVID RANKIN, JR. SCHOOL OF MECHANICAL TRADES, 4431 Finney Avenue, St. Louis 13, Missouri *Director*

An endowed, nonprofit vocational school, founded in 1907. Registration is restricted to white male persons, 16 years of age or older. The School offers three different programs: (1) A two-year, full-time day school course; (2) special day courses for experienced workers; (3) evening preparatory and trade extension courses. All instruction is of less than college grade. Both day and evening instruction is given in a long and varied list of vocational subjects. In addition there are courses in English, mathematics, science, drawing, industrial relations, personnel problems, safety, and trade principles. The School maintains a placement service through which it assists graduates to find desirable positions.

DREXEL INSTITUTE OF TECHNOLOGY, 32nd and Chestnut Streets, Philadelphia 4,



*Pennsylvania Director of Evening School*

*The Drexel Evening Diploma School* offers programs of study for both men and women three evenings a week, two and one-half hours an evening, through six years, leading to a certificate or diploma in Accounting; Industrial, Mechanical, Structural, Public Works, Electrical and Chemical Engineering; Architecture; Fine Arts and Decoration. Standards of admission are equivalent to those for admission to college. Facilities are used jointly by the Evening Diploma School and the several colleges of the day session.

Under direction of the faculties of the colleges of Engineering, Business Administration, and Home Economics, occasional short courses are conducted for alumni and for special students. These courses are usually given in the late afternoon or on Saturdays or as special summer courses of 6 or 12 weeks' duration.

In the evening and for occasional special conferences and seminars, the plant laboratories and other facilities are used in the conduct of courses, largely of the "technical institute" type, for adult students.

*EMILY GRIFFITH OPPORTUNITY SCHOOL*,  
13th and Welton Streets, Denver 4,  
Colorado *Principal*

The Emily Griffith Opportunity School is the adult and technical division of the Denver Public Schools. The program of the School is flexible and functional. It offers nearly 200 different units of instruction, varying from 3 hours to 300 hours in length. The content of these courses is established through the advisory committee system, in which coordinators of the School plan programs with lay persons for the best interests of individuals and the community. More than 125 such committees, composed of 4 to 8 persons each, are actively engaged in this phase of the program. In addition to the training program,

concerted effort is placed upon the guidance, testing, and placement needs through the student personnel department and occupational adjustment service.

See also note under *Public Schools*, p. 415 ff.

*FRANK WIGGINS TRADE DAY SCHOOL*, 1646  
S. Olive Street, Los Angeles 15, California *Principal*

The Frank Wiggins Trade School, a free public trade school, conducted by the Los Angeles City Board of Education, offers a variety of trade courses both to men and women. Admission into trade classes is based on the applicant's interest in learning the trade. The final selection of students is made by the trade teacher who is responsible for selecting, training, placement, and follow-up.

Classes are organized for 8 hours, 6 hours and 4 hours a day. Students on a 4-hour basis have an opportunity to work the remainder of the day. Seventy-five per cent of the time is spent on practical work while 25% is devoted to technical information. Both preparatory and extension courses are offered. The school operates on the basis of individual learning, and every attempt is made to develop skills and give technical information as rapidly as the individual can respond. Students are recommended for employment as advanced apprentices—not journeymen.

The Trade School has always accepted the fact that to function effectively it is necessary to have the advice of representatives of the various trades. Trade advisory committees, made up of representatives from management and labor have rendered valuable assistance in keeping the training programs effective and functional.

*MIAMI VOCATIONAL SCHOOL*, 1410 N. E.  
Second Avenue, Miami 36, Florida  
*Supervising Principal*

The vocational education offered to adults is divided into two major classes:  
(1) Courses for those who wish to prepare

themselves for work in a new field or calling and (2) courses for those who wish advanced training in the work in which they are employed. The ramifications of the program are almost endless, covering nearly every field of training of less than college grade. Of particular service to adults are the programs of Distributive Education; Evening Trade Extension; the Hotel Training School; Vocational Homemaking Education; and Vocational Rehabilitation. All the programs are administered through the Dade County Board of Public Instruction.

MILWAUKEE VOCATIONAL SCHOOL, 1015 N. Sixth Street, Milwaukee 3, Wisconsin  
*Director*

The Milwaukee Vocational School was established in December, 1912, pursuant to an act of the State Legislature of 1911, which provided that all Wisconsin cities of 5,000 or more people establish part-time schools for young workers and adults under special boards of vocational and adult education.

The Milwaukee School offers vocational instruction to adult students on three levels: preparatory courses, high school courses, and special courses. The courses cover five practical areas: (1) applied and fine arts; (2) commercial; (3) homemaking; (4) industrial; and (5) personal services. Both day and evening classes are offered.

There are no particular admission requirements except that an applicant must give reasonable evidence of ability to carry on the work. In many cases, the instruction is individual, because the students are of widely different ages, capacities, and previous preparation, and the time at their disposal for study also varies greatly.

See also Shorewood Opportunity School, under *Public Schools*, p. 418.

MURRELL DOBBINS VOCATIONAL-TECHNICAL SCHOOL, Lehigh Avenue and 22nd Street, Philadelphia 32, Pennsylvania

One of the several vocational-technical

schools through which the public school system of Philadelphia offers a comprehensive program of vocational training for adults. The courses are grouped as vocational, trade extension, apprentice training, general education, and community activities. There are no requirements for admission except that applicants for an extension course must be employed in the field covered by the course. Dobbins is one of the Philadelphia Vocational Schools approved for training veterans.

In addition to the vocational-technical schools, the Board of Education also offers adult evening classes in vocational subjects in a number of high schools.

NEW YORK CITY, BOARD OF EDUCATION, EVENING TRADE SCHOOLS AND CLASSES, 110 Livingston Street, Brooklyn 2, New York *Assistant Superintendent, in Charge of Vocational High Schools, Evening Trade Schools and Classes*

The numerous Evening Trade Schools which the Board of Education conducts in every borough of New York City offer a wide variety of supplementary courses for men and women in mechanical, electrical, and commercial trades; radio; industrial art; printing; woodworking; building, needle, distributive, and service trades. Only those adults are admitted who are not in attendance at any day school and who are employed during the day at occupations to which the instruction they receive will be supplementary. Students may in general elect their own courses, but they are not allowed to take courses for which they are not prepared.

The Board of Education also conducts a variety of courses for veterans interested in preparing for entrance into a skilled trade. These classes are organized exclusively for veterans and are staffed by experienced teachers.

NEW YORK STATE AGRICULTURAL AND TECHNICAL INSTITUTE, Morrisville, New York *Director*

The Institute was established by act of

the State Legislature and is supported by annual appropriations from that body. It was opened in October, 1910, offering two-year and short courses in Agriculture and Domestic Science. Courses are now offered in Agriculture, Food Preservation, Auto Mechanics, Home Economics, Practical Nurse Training, Watch and Clock Making, and Aircraft Instrument Repair. The regular courses are two years in length and train for wage-earning occupations, not for teaching. They are terminal courses and not designed for those who want academic credit. In addition, special courses may be arranged in any of the fields of work to fit the needs of the prospective students, regardless of age or educational qualifications. The aim of the Institute is to be of assistance to all who may profit by consultation with the staff or by a special course. Graduation from high school is required for admission to the regular two-year courses, but not to the short courses and special courses.

NORTH DAKOTA STATE SCHOOL OF SCIENCE,  
Wahpeton, North Dakota *Assistant  
State Supervisor, Trade and Industrial  
Education*

The North Dakota State Constitution adopted in 1889 provided for "A scientific school at Wahpeton." No curriculum was described but the evident intent was to establish a school of higher education which should concentrate its activity on the skilled trades with direct vocational purposes. When the school was actually established in 1903, the entrance age limit was set at 16 and the school was empowered to offer junior college work as far as necessary to effective vocational training. Although there was some stress on trades education during early years, the actual development was strongest along the well-known lines of junior college and business. It was not until 1922 that the Trades department was designated "The State Trade School," and the functional title of the entire school, indi-

cating interaction by the three departments, became "North Dakota State School of Science: Trades, Business, Junior College."

At present, any person 17 years of age, or older, is eligible for enrollment in trade courses. While this minimum age requirement has meant a strong appeal to high school graduates, anyone regardless of previous education is admitted if he is evidently capable of profiting by the training given. It often happens that mature, experienced men and women come either to learn new techniques or to broaden their field by kinds of vocational training not included in their previous experience.

STOUT INSTITUTE, Monomonic, Wisconsin  
*President*

A state college for the training of teachers of Industrial Education and Home Economics. It is a pioneer in these two fields and has no other major area of study. The Institute has a contract with the Veterans Administration for the training and rehabilitation of veterans. High school graduation is generally required for admission, but veterans and other adults may be admitted without that requirement, if they can give evidence of ability to do satisfactory college work.

THE WILLIAMSPORT TECHNICAL INSTITUTE,  
1005 West 4th Street, Williamsport,  
Pennsylvania *Director*

A public vocational and technical school operating as a division of the public school system. The basic schedule for adults is 50 weeks a year, 30 hours a week, six hours a day. Students are accepted from anywhere, and there is no age limit beyond a minimum requirement of 16 years for special adult programs. Most of the students are enrolled under contracts or agreements with employers, governmental agencies, and in a few cases with foreign governments. Provisions are also made for the admission of certain students at their own expense. A portion of the Institute

operates under the provisions of Federal-State vocational education laws.

There are no stated entrance requirements except that the student must show evidence of ability to profit by the instruction, which in each instance is "tailored" to meet the needs of the student. Without important exception, the objective of the Institute is to prepare for and place the student on a specific payroll job. One large section of the Institute is devoted to the retraining of physically handicapped youth. The courses given include instruction in the basic fields of business, industry, and agriculture.

### VOCATIONAL GUIDANCE

Arranged alphabetically by names of agencies under each subhead.

#### *Social Agencies, Private and Public*

THE AMERICAN RED CROSS, St. Louis Chapter, Vocational Counseling Service, 3414 Lindell Boulevard, St. Louis 3, Missouri *Director, Vocational Counseling Service*

The program of the St. Louis Chapter of the American Red Cross illustrates the development of a counseling service set up under the auspices of a private social agency. In 1924, the Red Cross in St. Louis established an Employment Bureau for the Physically Handicapped because this group in the community was in particular need of such a service. The function of the Bureau was to be simply that of job-finding. At the end of three years, an evaluation of the work was made, and the conclusion was reached that a better understanding of the applicants and an increased knowledge of the needs of industry were essential, if anything more than a very partial success was to be achieved.

In order to accomplish these ends, some of the techniques of social case work were utilized, and methods for strengthening

relationships with industry were developed. It was obvious, however, that training facilities in the community were inadequate and that many handicapped persons who were unemployable could have become economically independent, if vocational training had been available to them. Missouri was not then participating in the federal program of vocational rehabilitation, but in 1929 an experiment designed to demonstrate the humane and economic value of such a program to the State was set up by the Red Cross at the request of the Federal Rehabilitation Service. The program was accepted by Missouri and placed on a state-wide basis five years later.

By this time, the Red Cross was feeling the need for improving methods of obtaining objective data. A psychologist was added to the staff in 1935 to meet this need. In the same year, the social agencies in St. Louis expressed the desire to have the Red Cross extend its vocational service to the able-bodied. As a result, in 1937 the program was broadened and the Red Cross Employment Department for the Physically Handicapped became the Red Cross Vocational Counseling Service. At this time, the growing realization of the need for a better understanding of the emotional problems involved in the vocational adjustment of the individual led to the addition of a psychiatrist to the staff.

Though there have been many changes in procedure since the service was established in 1924, the basic philosophy has remained the same. The core of this philosophy is the belief that understanding of the individual and knowledge of industry are both indispensable to successful vocational counseling, that each of them requires emphasis, but that neither of them should be overemphasized at the expense of the other.

COMMUNITY ADVISORY SERVICE CENTER, Bridgeport, Connecticut *Director*

A community Center organized to co-

ordinate the services of functional groups, such as civic organizations, educational institutions, professional societies, business and labor groups, in the total rehabilitation of veterans and in the vocational adjustment of other community members. In addition, the Center assists federal, state, and community agencies concerned with rehabilitation and adjustment in planning and developing programs designed to bring the services of such agencies to Bridgeport clients in a more direct and effective manner.

A major function of the Center is to provide counseling along with other services by professionally trained specialists for those with educational, vocational, and financial problems. Maintains an extensive library of vocational and educational information and a psychometric testing department. Has taken active part in group education, sponsoring and conducting daily and weekly radio programs, periodic printed digests, courses on veterans' problems, and various services on educational and vocational adjustment of groups in the area. Provides staff specialists extensively as speakers for interested community groups.

**DETROIT COUNSELING SERVICE**, 1354 Broadway, Detroit 26, Michigan *Director*

A general counseling service, including standardized tests of aptitudes and interests, is provided for out-of-school youth and for adults. There are no fees and no age limits. Clients are accepted on direct application, as well as by referral from other community agencies. Close cooperation is maintained with a large number of organizations providing various types of resources which may be utilized by clients in the solution of their problems.

The Detroit Counseling Service has been in existence since 1938. Originally sponsored jointly by several community agencies, it is now operated entirely by the Detroit Board of Education.

**FEDERATION EMPLOYMENT SERVICE**, 67 West 47th Street, New York 19, New York  
*Executive Director*

Central bureau for placement and vocational guidance affiliated with the Federation of Jewish Philanthropies of New York. Applicants received are employable men and women of working age, all occupational classifications except domestic. Applicants for individual vocational guidance, including testing when necessary, accepted at age of 14 years and up.

Conducts group guidance program, sponsored jointly with B'nai B'rith and available to all community service organizations, youth and adult groups. Provides speakers on vocational subjects, arranges trips to industries, helps plan vocational exhibits, furnishes materials on educational and vocational subjects, offers consultation service on planning group guidance program. Maintains vocational guidance reference library containing several thousand pamphlets, books, and magazines classified and arranged for ready use.

**JEWISH EMPLOYMENT AND COUNSELING SERVICE**, 112 West 9th Street, Los Angeles, California *Executive Director*

Offers the following services: (1) *Individual Vocational Guidance and Specialized Employment Placement*. Placement counselors interview carefully, request psychological evaluation when it is deemed necessary, and assist each individual according to his needs and capacities. Special service is given to persons engaged in unusual occupations and to those who have some occupational handicap. (2) *Vocational Counselors*. These counselors work with adults as well as with young people. Like the Placement Counselors, they interview carefully. They also gather information from other agencies, or from professional people who have worked with the client, give a psychological screening, and assist in the choice of a training program. (3) *Psychological Department*. Tests

are administered by a trained psychologist on either an individual or a group basis, depending on the needs of the client. Results of the test are interpreted to the Placement Counselor or the Vocational Counselor in conference. (4) *Vocational Library*. Full occupational and vocational information is retained in the files and is made available when needed, along with periodicals, pamphlets, books. A lending service to clients is maintained. (5) *Group Counseling*. The purpose and procedure of counseling are interpreted to groups of young people in order that they may have a basis for judging whether or not the counseling service they may receive at some future time is adequate. Stress is put on the fact that active counseling should be done on an individual, not a group, basis.

JEWISH VOCATIONAL SERVICE, 811 Prospect, Cleveland 15, Ohio *Executive Director*

Provides vocational counseling and job-placement service on a non-fee basis to residents of greater Cleveland. In addition to the vocational counseling of individual clients, the agency maintains a group guidance program for organized groups of young people throughout the city. Special services include scholarship loan facilities and a small business advisory service.

JEWISH VOCATIONAL SERVICE, 320 West Lafayette Boulevard, Detroit 26, Michigan *Executive Director*

A non-fee-charging vocational guidance and job placement agency which provides: (1) *Job Placement Service*—careful, individualized assistance in finding employment in line with interests and abilities; (2) *Individual Vocational and Educational Guidance*—to assist persons in making sound and satisfying plans for careers, schooling, and training; (3) *Aptitude Testing*—in connection with job placement or individual vocational and educa-

tional guidance; (4) *Group Guidance*—speakers and discussion leaders on all phases of employment, career-planning, schooling, and training. Sound films, slides, and phonograph recordings are provided in connection with many of the group guidance programs; (5) *Vocational Library*—an extensive collection of books and pamphlets on employment and vocational and educational planning.

JEWISH VOCATIONAL SERVICE, 519 Marion E. Taylor Building, Louisville, Kentucky *Executive Director*

A nonprofit, nonsectarian agency which offers individual vocational and educational counseling service, group counseling service, individual and group psychological testing, vocational and occupational information service, limited job placement, and limited vocational and occupational research. Works cooperatively with the Kentucky State Vocational Rehabilitation Service to counsel, test, and place in jobs or in training programs persons who are handicapped because of a psychological or physical condition. The Jewish Vocational Service maintains a complete psychological and vocational testing department and an extensive vocational library.

JEWISH VOCATIONAL SERVICE, 135 West Wells Street, Milwaukee, Wisconsin *Executive Director*

A vocational guidance and placement service, financed by the Milwaukee Jewish Welfare Fund and the Milwaukee County Community Fund and Council of Social Agencies. The agency's services are available on a nonsectarian basis. In its vocational counseling service, the agency maintains a psychological testing department and a special library of occupational information. The placement department maintains continuous contact with industry in order to make available current information for the counseling department.

JEWISH VOCATIONAL SERVICE & EMPLOYMENT CENTER, 130 N. Wells Street, Chicago 6, Illinois *Executive Director*

The Jewish Vocational Service and Employment Center is the vocational and employment agency of the Jewish Charities of Chicago. Its fundamental purpose is that of fostering the economic health of the Jewish Community by promoting the individual economic adjustment of its members. This is done through the processes of "assisting the individual to choose an occupation, prepare for it, enter upon, and progress in it."

To all applicants the agency offers service graded in content and intensity in accordance with each individual's need. The basic processes are vocational counseling and job placement, which imply some combination of the following factors: (1) careful, individual interviews (2) full social agency reports on the case (3) expert individual diagnoses by the Psychology Department (4) relevant medical and psychiatric information (5) accurate up-to-date information about occupational requirements, trends, and training resources (6) assistance to individuals in developing suitable occupational plans, or in arranging for training when needed (7) job placement, supported by agency cooperation with public and other reputable free employment services (8) *immediate* job placement based upon careful study of the applicant's qualifications specifically for the job described by the employer's specifications (9) all situations kept current by repeated contacts until there appears to be no further need of service.

JEWISH WELFARE FEDERATION, 1817 Pochontas, Dallas, Texas *Director*

Vocational guidance is offered to the Jewish Community of Dallas by the Jewish Welfare Federation through its Social Service Bureau. This service is available to both youth and adults. High school and

college students, employed persons wishing to consider a change in vocation, those without an occupation, refugees, and the handicapped may use the service. Approved psychological tests are administered. A library, consisting of catalogues from universities and colleges throughout the United States; books; pamphlets; and data on jobs, professions, occupational trends, etc., has been established.

UNITED VOCATIONAL & EMPLOYMENT SERVICE, 931 Penn Avenue, Pittsburgh, Pennsylvania *Executive Director*

A non-fee-charging agency which offers four types of vocational guidance: (1) Individual vocational counseling; (2) Group vocational guidance which assigns one staff member to speak to groups and disseminate vocational and occupational information, in order to stimulate the community's awareness of the problems of vocational guidance; (3) Sheltered Workshop where handicapped persons can be employed during an interim period prior to their acceptance of a job in private industry. The shop offers both training and gainful work experience; (4) Employment Department which assists individuals to obtain employment in keeping with their vocational plans.

This agency is a member agency of the Community Chest of Pittsburgh, Federation of Jewish Philanthropies, and the Jewish Occupational Council.

VIRGINIA STATE CONSULTATION SERVICE, 815 East Franklin Street, Richmond 19, Virginia *Directing Counselor*

The Virginia State Department of Education established a free vocational guidance agency in Richmond, in 1939. Today the Richmond agency serves as a model and training center for similar services that have been or are being set up in other areas of the State.

The Richmond Service offers confidential assistance to anyone interested in having a vocational counselor help him to

decide what occupation he should enter, what type or types of work he can do, and how to go about making plans for work or training. It is solely a consultation service, not an employment agency, and has no connection with employers, schools, or social agencies.

VOCATIONAL ADVISORY SERVICE, 95 Madison Avenue, New York 16, New York  
*Director*

Founded 1920 (under name of Vocational Service for Juniors) to further a satisfactory adjustment between the interests and abilities of young people and the requirements of their future work.

Maintains a Consultation Service, co-sponsored by the New York State Employment Service, which helps young people make and carry out vocational plans; provides testing and counseling for veterans and the physically handicapped of all ages. Gives scholarship aid to carry out educational plans made in the Consultation Service. Carries on research in the interests, aptitudes, and employment problems of young people; sponsors a Committee on Youth Employment. Provides field work for university and college students in vocational guidance. Maintains an Information Service which advises on schools and types of job and training opportunities. Conducts meetings where school advisors may consult with experts on vocational problems; also conducts an in-service course for school counselors. Publishes a directory, *Where to Find Vocational Training in New York City*.

VOCATIONAL GUIDANCE BUREAU, 1100 Blodgett Street, Houston, Texas  
*Executive Director*

A non-fee, nonprofit service sponsored by the Jewish community of Houston, Texas, and subsidized by B'nai B'rith Vocational Service Bureau. Applicants of all races and religions are accepted. It was founded October, 1945, as a part-time demonstration agency by B'nai B'rith to

stimulate other Jewish communities in the Southwest to sponsor similar services. It is now a full-time agency devoting its resources to Houston and contiguous cities.

Services include educational and vocational counseling, psychological testing, selective placement, and group activities in guidance. Within the Bureau's resources is a comprehensive library of literature and visual aids. The agency is concerned chiefly with long-range career planning for youth, utilizing a basic process of intensive counseling. Its staff includes an executive director, one counselor, and a part-time psychometrist.

YMCA VOCATIONAL SERVICE CENTER, 40 East 40th Street, New York 16, New York  
*Executive Director*

The Vocational Service Center is operated by the YMCA's and Protestant Churches of New York City. The service includes the following: (1) *Counseling & Testing* for men between 16 and 35 years of age, a program giving consideration to the problems which surround vocational and educational planning; (2) *Veterans Advisement*, a special vocational guidance service for veterans, conducted in cooperation with the Veterans Administration; (3) *Placement Service*, a non-fee service for men between 16 and 35 years of age, designed to help each man served to find the type of employment in which he is interested and to which he is suited. This service is primarily for persons referred through the YMCA's and Protestant Churches.

The facilities of the service include a testing laboratory and a vocational library.

### *Colleges and Universities*

CHICAGO, UNIVERSITY OF, Vocational Guidance and Placement, Cobb Hall, 58th and Ellis, Chicago, Illinois  
*Director*

The Office of Vocational Guidance and Placement was organized in 1927, primarily as a placement service to students



and graduates of the University. Its testing, counseling, and placement services, which are free to students and former students, are now available on a fee basis to others. At present, a contract with the Veterans Administration makes the services available to veterans on referral by the Veterans Administration.

COLUMBIA UNIVERSITY, Teachers College,  
Department of Guidance, New York 27,  
New York *Head, Department of Guidance*

The training given in the field of Vocational Guidance and Occupational Adjustment is designed to meet the needs of students preparing for such positions as: (1) vocational counselor in schools, colleges, social agencies, rehabilitation bureaus, employment offices, and vocational guidance centers; (2) director of vocational guidance in school systems; (3) director of personnel in colleges; (4) personnel specialist in business and industry; (5) occupational research specialist in any of the types of institutions just mentioned.

The formal training required as preparation for these various types of occupational adjustment work is fundamentally the same. A general understanding of the psychological, social, and economic factors that affect the choice of, preparation for, entry into, and adjustment of individuals to occupations is essential. However, there are, of course, differences in emphasis according to the type of employment for which the student is preparing. Furthermore, each prospective vocational counselor or personnel worker should either have, or be given, opportunities to obtain, significant experience in the type or types of institutions in which he expects to work.

The sequence of courses offered in this field at Teachers College, Columbia University, falls into three stages: (1) the equivalent of one full year of graduate study in basic and tool courses, leading to the Master's degree; (2) advanced courses

and practical applications on the internship level, leading to the professional diploma of Vocational and Educational Counselor; (3) a program leading to the doctorate in Vocational Guidance and Occupational Adjustment.

HARVARD UNIVERSITY, Graduate School of Education, Cambridge 38, Massachusetts  
*Associate Professor of Education, Guidance and Student Personnel Work*

Harvard University, through its Graduate School of Education, provides a variety of courses in the field of Guidance and Student Personnel Work, such as: Principles and Practices of Guidance and Student Personnel Work; Occupational Information and Analysis; Counseling and Clinical Case Work in Guidance; Apprenticeship in Vocational Guidance; Problems of Guidance in Elementary and Junior High Schools; Organization and Administration of Guidance and Student Personnel Programs, etc. Apprenticeship in guidance, in which students obtain experience in actual field situations, is deemed an essential feature of the preparation at Harvard.

In addition to its program of studies, the Graduate School of Education conducts a veterans' guidance center, in collaboration with five other colleges and universities in the Boston area. The Center is located at Harvard and is directed by the head of the guidance department.

NEWARK COLLEGE OF ENGINEERING, 367  
High Street, Newark 2, New Jersey  
*Head of Testing and Guidance*

The Veterans' Selection and Guidance Division and The Testing and Guidance Division of the Newark College of Engineering are administered in common by the same personnel on the general basis that two thirds of the day is devoted to vocational guidance for veterans, and the other one third of the day to testing and guidance for members of the student body. No service is given to the general public,

and at the present time no such service is contemplated.

NEW LONDON JUNIOR COLLEGE, New London, Connecticut *President*

In addition to offering evening courses for adult students in a variety of cultural and vocational subjects, the College conducts a vocational counseling service which is available to the entire community. The service consists of aptitude and interest tests, interviews with an experienced psychologist, and access to specialized information about various occupations. The service is free to veterans, but is given on a fee basis to nonveterans.

NEW YORK UNIVERSITY, SCHOOL OF EDUCATION, New York 3, New York *Registrar*

Undergraduate and graduate programs leading to degrees are available, with specialization in vocational guidance in community agencies. Graduate programs are available also for counselors and deans in secondary schools and colleges. Among the courses of particular interest to those in adult education are Counseling the Older Person, Community Resources for Guidance, Typical Cases in Counseling, Employment Opportunities in Guidance and Personnel Work, How to Interview, Study of Occupations, Group Guidance, Educational and Vocational Guidance, Strategy of Job Finding, Student Personnel Service in Higher Education, Personality and Social Adjustment, Aptitude Testing and Projective Techniques. The courses listed above are all offered in the School of Education.

Additional courses in government personnel work are offered in the Graduate Division for Training in Public Service. Management and industrial relations courses are provided by the undergraduate School of Commerce, Accounts and Finance; by the Graduate School of Business Administration; and by the noncredit Division of General Education. Courses in

personnel psychology are offered by the undergraduate Washington Square College and the Graduate School of Arts and Sciences.

The *Occupational Index* and *Occupational Abstracts*, originally published by the National Occupational Conference, are now published at the University.

THE PENNSYLVANIA STATE COLLEGE, State College, Pennsylvania *Dean, School of Education*

The Speech Clinic, the Psychological Clinic, and the Reading Clinic are maintained as services to problem children in schools, to maladjusted college students, and to other adults; they also serve as laboratories for graduate students in education and psychology. The Veterans Counseling Center maintained by the College provides expert vocational diagnosis and counseling for more than two thousand veterans annually.

Each undergraduate student entering the College takes, during Orientation Week, a thorough physical examination; a vocational interest test; a personality inventory; and a searching test of academic abilities. The degree of his probable success in his chosen curriculum is immediately calculated, on the basis of years of previous experience and research, and is supplied to the student's adviser and dean for counseling purposes.

More than thirty graduate courses in guidance are regularly offered, together with supporting courses in clinical and industrial psychology, special education and remedial instruction procedures, measurements, statistics, fine and industrial arts, economics, labor problems, and sociology. Master's and doctor's degrees are granted annually to those who earn them in vocational guidance and the other phases of personnel work.

SYRACUSE UNIVERSITY, Graduate School, Syracuse 10, New York *Dean of Women*

The Graduate School of Syracuse Uni-

versity offers a number of graduate assistantships for women who are interested in pursuing a curriculum designed to prepare for work in high schools, normal schools, colleges, and universities as Advisers of Girls, Deans of Women, Counselors, etc. The course consists of lectures, discussions, field work, and original research. Major topics include the history, philosophy, and ethics of educational personnel; techniques of counseling; student personnel administration; direction of extracurricular activities; health of women students, etc. Each assistant is placed in charge of a small dormitory; and is also given practical experience in interviewing, record making, group discussion, office administration and research.

SYRACUSE UNIVERSITY, Psychological Services Center, 125 College Place, Syracuse 10, New York *Director*

The Psychological Services Center of Syracuse University was formed in 1944, primarily as a service organization to students, faculty, deans, and the administration. Various services, however, are performed for individuals and organizations in the Syracuse community and area. These services, limited only in the sense that the Center is a demonstration program rather than a general community service, include the following: (1) Members of the Center staff act as consultants to secondary schools and colleges on problems that have to do with counseling and guidance programs; (2) The Center staff conducts workshops and seminars for educational, business, and industrial organizations within a one-hundred-mile radius of the University; (3) Consultations on educational, vocational, and personal problems are arranged for individuals referred to the center by business and industrial firms, or by social agencies. Services to nonstudents are given on a fee basis in terms of actual costs.

#### WORKERS' EDUCATION

Arranged alphabetically by names of

agencies under each of the four subheads: *Service, Labor, Universities, Miscellaneous.*

#### *Service Organizations*

AMERICAN LABOR EDUCATION SERVICE, 1776 Broadway, New York 19, New York *Director*

The American Labor Education Service, a national agency founded in 1926 as "The Joint Administrative Committee of the Resident Summer Schools for Women Workers," was best known in the early days as the "Affiliated School for Workers." It pioneered in the development of resident workers' schools, and for many years gave special attention to teaching methods, curriculum content, recruiting techniques, and other problems posed by a new movement. Teaching materials that helped to indicate the direction for many other groups later entering the field were developed out of the experience of those early days.

ALES and the workers' schools associated with it in the 1920's helped to organize many local groups which brought community support to workers' education in the depression years of the 1930's. ALES not only gave aid to the Workers' Service Program of the Works Progress Administration of the Federal Government; it also helped to develop a backlog of understanding for the general program of workers' education throughout the country. In its capacity as a catalytic agent in the labor education movement, ALES has served also as a laboratory where new techniques and methods have been discovered and recommended.

Through its early association with the resident schools for workers which were set up on college campuses, ALES acted as a pioneer in the development of the cooperative relations between university and labor groups. In the 1940's, the entrance of colleges and universities all over the country into the field of workers' education presented many new problems, as well as new opportunities for extension

of the work. ALES has provided opportunities for the discussion of the functions and purposes of colleges in their new contacts with the labor movement, and through other means has helped to focus attention on problems needing clarification.

Another of the special functions of the American Labor Education Service has been the encouragement of work in new fields where experimentation was particularly needed. The outstanding work done by ALES for white-collar groups is an example. The two-week Summer School for Office Workers (See p. 30 ff.), which was initiated at Oberlin College, Ohio, in 1933, is held annually in the Middle West. The work of the summer session is supplemented by white-collar conferences and study projects carried on in a number of cities throughout the year, in cooperation with white-collar unions and other community groups.

Over the years, leadership training and the study of methods of teaching have been primary concerns of ALES. Conferences, institutes, and other field projects are planned with leadership training in mind, and special institutes for the training of group leaders in the field of workers' education are held. For example, a seminar conducted each year in connection with the Office Workers' School is devoted to discussion of teaching techniques and materials. This seminar is attended by teachers, librarians, group workers, and graduate students.

From its inception, the ALES, recognizing the important stake that labor has in combating prejudice and intolerance, has put emphasis on educational activities and programs designed to strengthen interracial understanding. A series of conferences in various parts of the country, planned to focus attention on minority problems, supplied vital material for a pamphlet, *Overcoming Prejudice*, published in 1946. ALES is also conducting a series of field projects, planned in co-

operation with the director of the CIO Committee to Abolish Discrimination and others concerned with these problems, in order to make a more concentrated attack on discriminatory practices.

National, regional, and local conferences with various groups are carried on by ALES. The two national conferences for which it is responsible are the Annual Conference of Teachers and Leaders, held for many years in New York City over the Washington's Birthday holiday, and a general workers' education conference held in the Middle West. A project counted as a milestone in the direction of mutually helpful farmer-labor relations was the first Northwest Farmers' and Workers' Education Conference held in Minneapolis in September, 1946.

The ALES maintains an Information Service, including a national registry of teachers for workers' classes. The Information Service is used by all types of workers' education bodies—unions, teachers, government officials, community leaders, and graduate students. A counseling service is also offered to these many types of groups, through which advisory assistance is given, both by mail and by field service. Advice is sought on methods of organizing new programs of workers' education, as well as on personnel to staff these activities.

One of the fields of service to which ALES has always devoted major attention is the preparation of materials for workers' education projects. It concentrates on materials which help to interpret educational techniques that are being found useful in labor education. To help the average worker in labor education who needs assistance in finding easily and quickly the type of materials suited to the group with which he is working, ALES issues *Labor Education Guide*, which evaluates books, pamphlets, films, radio scripts, and recordings that deal with concerns of labor. Bibliographies on special topics are prepared from time to time. ALES regu-

larly publishes a *Bulletin*, reporting its own activities.

There is active and continuous cooperation between ALES and general adult education organizations and agencies at both the national and local levels. In the group work area, cooperation often takes the form of joint promotion of labor education activities in local communities or in regional projects, or in joint study of methods and techniques for more effective work.

UNITED STATES DEPARTMENT OF LABOR,  
Division of Labor Standards, Wash-  
ington 25, D. C. *Director of Division*

Through its Division of Labor Standards, the United States Department of Labor has, since 1943, been conducting a program designed to develop sound standards and approaches to labor education. It has tried to work out a pattern through which the Federal Government may assist unions, state institutions, and other workers' education groups without in any way encroaching on the traditional American policy of keeping Federal participation in education to a minimum commensurate with the welfare and needs of the people.

To provide a means for closer collaboration between the Department of Labor and all groups engaged in the "common effort to improve labor relations through the democratic methods of education and self-discipline," the Secretary of Labor appointed, in February, 1946, a Labor Education Advisory Committee, made up of five representatives each of the AFL and the CIO.

Among its labor education publications, the Division of Labor Standards has been making available to educational directors and others interested in the subject a series of articles on labor education programs. These articles are distributed without editorial comment or Department endorsement. It is hoped that they will stimulate

new ideas and discussion in the field of labor education.

WORKERS EDUCATION BUREAU OF AMERICA,  
1440 Broadway, New York 18, New  
York *Director*

In April 1921 at a conference called by a group of outstanding leaders in American labor and adult education at the New School for Social Research in New York, the Workers Education Bureau of America was born. It was set up to serve as a national clearinghouse of information and guidance for the various workers' education enterprises which were then beginning to spring up all over the United States. Throughout the subsequent years the Bureau has maintained its original purpose, but it has expanded its activities and adapted them to meet the changing needs of the times.

In its early years most of the financial support of the Bureau came from the contributions of individuals and foundations, such as the General Education Board and the Carnegie Corporation. As its activities became increasingly concerned with the educational needs of organized workers, the Bureau became more and more closely integrated into the American trade union movement, until it is now the official agency through which the American Federation of Labor carries on an educational program for its multiple million members. Today the Bureau receives virtually all its financial support from the A. F. of L. and its affiliated unions.

One phase of the Bureau's program that has received increasing recognition over the years has been the establishment of the labor institute as a means of bringing together the world of labor and the world of education for a realistic and objective discussion of labor problems. At these institutes the workers meet for several days or over a week end on a college campus, where, away from the workshop, they can better get a perspective upon their problems as workers and as citizens. In 1931

the Bureau pioneered in setting up on the campus of Rutgers University in New Jersey the first of these "experiments in understanding." The pattern established at that time, of a joint project of the university and the state federation of labor, has served as a model for similar institutes with which the Bureau has cooperated in a great majority of the states. By thus bridging the artificial gap between labor and learning, the Bureau has helped to develop the cooperation of the university in the education of adult workers, until today almost one hundred institutions of higher learning are offering courses in workers' education or industrial relations.

The major portion of the Bureau's time is devoted to servicing the various types of unions through their educational departments and committees. It advises them on setting up programs of study in such subjects as trade union history, theory, and policies; economics; labor legislation; collective bargaining techniques; shop steward training; parliamentary law; public speaking; etc. The techniques used in such programs are varied: the formal study class, the discussion group, the seminar, the workshop, the forum or conference, the lecture course, the radio program. As a further service to unions and to workers' education generally, the Bureau maintains an informal teachers' registry.

The WEB helps unions to set up libraries in their halls and to establish cooperative relationships with the public libraries. It also maintains in its own headquarters a large library, which is being increasingly used by its affiliated members. This library has been of great assistance to the Bureau in the research studies, which it has conducted over the years, in the trends, methods, and curriculum of workers' education, as well as in the more specific areas of the wage-earners' peculiar interests and problems.

An activity of the Bureau which is continually on the increase is the interpreting of the labor movement to various outside

agencies. The Bureau carries on this public relations function by means of speeches, articles for publication, and correspondence. The several series of radio programs which the Bureau conducted with the cooperation of the National Advisory Council on Radio in Education served to give the general public a more objective picture of the labor movement. A part of this same public relations function is the Bureau's attention to the numerous requests that it receives for material to be used for books, pamphlets, magazine articles, students' theses, etc. In recent years many such requests have come from individuals and organizations in foreign countries.

The WEB's interest in the international aspects of education, constantly growing over the years, has come still more to the fore since the close of World War II, as evidenced by its active cooperation with the United Nations, with UNESCO, and with other international agencies. It is evidenced still further by the exchange lectureship plan which the Bureau has carried on with the Workers' Educational Association of Great Britain. Since the close of the war the WEB has re-established many of the contacts previously maintained with the workers' education movements of other countries of the world, and it looks forward to a still greater development of this international cooperation.

The publication program of the Workers Education Bureau has always been an important part of its activities. Over one hundred books, pamphlets, bibliographies, manuals, and outlines for workers' education groups have been published. (List available upon request.) Of late years the emphasis has been more upon pamphlets and less upon books. A few of the more popular of the pamphlets are *How to Run a Union Meeting*, *Labor's Library* (an annotated bibliography of over 200 titles), *Workers Education: What? Why? How?* and *Shop Steward's Manual*. In 1939 the Bureau prepared *Labor and Education*,

an outline of the resolutions and pronouncements on education at the annual A. F. of L. conventions from 1881 to 1938. Since that year annual supplements have been issued as a joint project of the Bureau, the American Federation of Labor, and the American Federation of Teachers. The Bureau also publishes a monthly *Workers Education Bureau News Letter*, which, in addition to news in the workers' education field, includes a list of recent books, pamphlets, and visual material of interest to labor. It also issues to its affiliates and to the labor press mid-monthly series of signed articles on such topics as international relations, social security, economics, consumer cooperatives, and workers' education.

#### *Labor Programs*

INTERNATIONAL LADIES' GARMENT WORKERS' UNION, Educational Department, 1710 Broadway, New York 19, New York *Director*

The Educational Department of the ILGWU was established in October, 1917. The program which it sponsors is carried on by its own staff members and by educational departments and committees of local unions throughout the country. The educational opportunities provided range from training in immediate skills for trade union administration to the formulation of ultimate aims arising from a study of the social sciences and the history and philosophy of American labor. The methods used include all the techniques known to education—lectures, discussion, radio, victrola records, movies, and dramatic skits. One ILGWU dramatic skit blossomed into the musical revue, *Pins and Needles*, which became a memorable Broadway success.

Closely connected with study classes are recreational and cultural activities, which are offered in rich profusion. Health and safety education are supplemented by provisions for medical care. Week-end and

summer institutes are held at the Hudson Shore Labor School and the Wisconsin Summer School for Workers.

Over the years, work in public relations has steadily increased, both in the number of educational, religious, and civic groups served by the Educational Department and in the variety of services given. To education committees and directors of ILGWU locals, the Educational Department regularly sends out packets of study materials, pamphlets, leaflets, reprints from magazine articles, journals, catalogues, etc. Since 1935, the official fortnightly journal of the ILGWU, *Justice*, has published an enlightening and interesting summary of the educational work for each year.

KENTUCKY STATE FEDERATION OF LABOR, Department of Research and Education, 205 South 4th Street, Louisville *Director*

In July, 1944, a group of labor leaders from Louisville, Kentucky, attended a two-week institute at the Wisconsin School for Workers. When they returned home, they set to work to revitalize the Louisville Workers' Education Council and to expand its program. As a result, the Kentucky Federation of Labor voted in January, 1946, to transform the Council into the Department of Research and Education of the Kentucky State Federation of Labor and to establish a full-scale program of labor education throughout the State.

The main emphasis of the program has been on educating shop stewards, who are the key men in the whole collective bargaining process. The stewards are taught how to pass on their instruction to the men who work under their direction. In addition, the Department makes some direct contacts with the rank and file by holding meetings in all parts of the State for the discussion of topics of national and international importance. To these meetings not only trade unionists but also in-

terested persons from other walks of life are invited.

The expanded program includes a two-week summer institute for union officials and also year-round activity in research, collection of data on labor legislation, advice on union contracts and negotiation techniques, and the publication of bulletins and handbooks. Not the least important of the year-round activities is the public relations program which provides for exchange of talks between the Department and such other organizations and groups as the Kentucky Farm Bureau Federation, Kiwanis Clubs, Army Officers at Fort Knox, etc.

**NATIONAL MARITIME UNION**, 346 West 17 Street, New York 11, New York *President*

The National Maritime Union is an organization for unlicensed personnel aboard ship. It is affiliated with the CIO and has some 50 branch halls throughout the country.

Included among the departments at its national headquarters in New York is a Personal Service Department which serves the members on all problems relating to their personal well-being. Another department provides a recreation program. Programs of current events, health, music, etc. are presented daily during the lunch hour.

A Trade Union and Organizers' School has been set up in New York to give the members a more accurate and thorough knowledge of NMU program and policy so that they may participate more fully in the life of the Union. Members for the school are elected aboard ship, and the crew members raise \$31.20 for the subsistence of the student while he is attending school for one week. Courses include the history of the CIO generally and of the NMU in particular; the NMU constitution and contract; how to chair a meeting, etc.

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tionships between the University and management and labor groups.

The ultimate objective of the labor Program is to make it possible for labor representatives to obtain educational opportunities which will compare favorably with those available to groups in business, agriculture, and the professions. The core of the Labor Program is a series of ten-week courses which are conducted on a workshop basis.

The Labor Center also conducts public discussions and, in cooperation with labor leaders, organizes conferences to which the best-qualified experts, representing many points of view, are invited.

Other important activities of the Labor Center include assistance in the development of graduate research programs and an apprentice program for advanced students who are interested in jobs in the labor movement.

CORNELL UNIVERSITY, New York State School of Industrial and Labor Relations, Ithaca, New York *Dean of the School*

Extension service on a state-wide basis in the field of industrial and labor relations is one of the major functions allocated to the New York State School of Industrial and Labor Relations by the state legislation which established it. Accordingly, classes in the various subjects, such as collective bargaining, labor legislation, Social Security, etc., included in the School's curriculum, are offered in selected industrial cities throughout New York State. These classes are organized to meet the needs and interests of local community groups. They are open to all qualified persons, and are offered at different educational levels in order to fit the requirements of those with varying educational backgrounds. Credit work will be offered as requirements indicate.

The School also offers work in Industrial Education. Extension classes in this field are under way in a number of centers

and will be developed further. The School also cooperates with local public school systems and technical institutions, and with industrial and labor groups, in promoting teacher training and related subjects in the field of technical and vocational education.

The School's extension service is conducting research and field experimentation in educational methods and media, special emphasis being given to the use of audio-visual materials in adult education. Several studies of the extent and character of communication in discussion groups, and of the factors affecting participation in group discussion have been made. Course materials, ranging from outlines to new teaching materials required at different levels of instruction, are being developed.

HARVARD UNIVERSITY, Trade Union Fellowship Project, 229 Littauer Center, Cambridge 38, Massachusetts *Faculty Member in Charge*

The Harvard Trade Union Fellowship Project is a nine-months course designed to fit men for executive responsibility in their unions. Unions are urged to pick men who have already shown promise in this direction, either as members of negotiating committees, shop stewards, or business agents. No person may enroll unless he is a trade union representative selected by his union.

No specific educational qualifications have been established. Some of the men are college graduates; others have not completed grade school. The University is interested in having the trade unions send men of intelligence and practical experience who are devoted to the labor movement.

The project was suggested by the unions to the University. The first classes began in September 1942. During the next three years 38 persons—36 men and 2 women—were sent by the unions. The unions sending representatives pay the expenses or

salaries of the students they select. One-half of the tuition is paid by the University, and the other half by the unions.

MICHIGAN, UNIVERSITY OF, Extension Division, Workers Educational Service, 60 Farnsworth Avenue, Detroit 2, Michigan *Director*

Since September 1944, the University of Michigan has been operating an educational service for workers on a definite basis. While fully recognizing a responsibility for training union leadership in co-operation with the several labor organizations, those responsible for shaping the University of Michigan program place particular stress on making services available to rank-and-file members. In line with this policy a wide variety of services are offered to unions and community groups throughout the state. Discussion group sessions are organized as the educational features of regular union meetings and in connection with delegate meetings of A. F. of L. central bodies, or CIO councils. Formal classes have been organized in a number of communities in various parts of the state. In addition, a large number of lectures and forums have been held. The Service also gives assistance to local union groups in planning educational meetings, obtaining speakers, and so forth.

The guiding objective of the Service is "to develop educational services that will aid workers in becoming better citizens and more effective members of their group." An advisory committee of six members composed of two representatives each from the public and the University of Michigan, and one each from the Michigan State CIO and the Michigan Federation of Labor, has been established at the state level to provide for coordination in determining the needs of the program. At the local level, the programs are developed in conjunction with, and at the request of, the unions.

RHODE ISLAND STATE COLLEGE, Division of General College Extension, 25 Park

Street, Providence 8, Rhode Island  
*Acting Director*

The Workers' Education program of Rhode Island State College was inaugurated in a joint effort of the State College and representatives of all four major labor groups within the State to provide fundamental training for trade unionists in shop stewardship, labor legislation, methods of handling grievances, collective bargaining, and allied subjects.

The program is administered by the Division of General College Extension of Rhode Island State College. A statewide, twenty-member advisory committee, chosen by their own affiliations, is jointly responsible with the College for matters of policy and approval of instructors and course outlines.

Courses are offered in any part of the State where a need exists, with classes being held in union halls or in facilities provided by the College. The instructors are men and women with experience in labor education and have either labor-legal or conciliation service backgrounds. Faculty members from the parent campus are also used when a field of academic specialization coincides with the subject matter of a particular course.

RUTGERS UNIVERSITY, Extension Division, Labor Institute, 77 Hamilton Street, New Brunswick, New Jersey *Director*

Established in 1931 as a pioneer University Extension project to bring representatives of New Jersey Federation of Labor organizations from all over the state to the college campus for practical and objective discussions leading to better understanding of economic problems.

For three to five days and evenings early in June each year, government, labor, industrial, and educational leaders meet at Rutgers to discuss with active trade unionists their problems from international, national, and state points of view. The attendance averages approxi-

mately 400, and those in attendance participate actively in the discussions.

The Institute is a joint effort of the New Jersey Federation of Labor, the Workers Education Bureau, and Rutgers University Extension Division, all of which cooperate in developing the program and discussions.

SAINT LOUIS UNIVERSITY LABOR COLLEGE,  
3674 Lindell Boulevard, St. Louis 8,  
Missouri *Director*

The Saint Louis University Labor College, which was opened in 1942, offers noncredit programs in labor-management relations designed especially for members of labor unions. Representatives of management, however, attend some of the courses. The faculty is recruited from the economics department of the University and other sources.

WAYNE UNIVERSITY, 484½ Cass Avenue,  
Detroit 1, Michigan *President*

Workers' education classes meet for six-week periods, usually off-campus. The program is financed by fees and state subsidy. Typical courses are Collective Bargaining, Current Topics Forum, Consumer Education, Time Study, Parliamentary Law. The program was organized in 1943 to be of service to organized labor, where such service is desired. This program follows the University policy of organizing instructional work for any part of the community able to support the work by enrollment and finances.

#### *Miscellaneous*

CALIFORNIA LABOR SCHOOL, 216 Market  
Street, San Francisco 11, California  
*Educational Director*

The California Labor School is a full-time and part-time adult education center attended by students from all parts of California and the United States. It is certified as a tax-exempt nonprofit educational institution by the United States Treasury Department. It offers more than

100 part-time day and evening classes and full-time programs of courses in labor organization, labor journalism, social sciences, industrial arts, and creative writing. Three 15-week terms are offered in the calendar year. Students in some divisions may begin at any five-week period. Full-time or part-time students are assisted in finding part-time jobs, and special housing facilities are available. The School is approved under the G.I. Bill of Rights. There are no racial, religious, political, or educational requirements for entrance. The School is open to all.

Special arrangements are made with unions and industries whereby they provide, in connection with courses at the School, opportunities for practical experience in the fields being studied. Forums, conferences, and institutes are regular weekly features of the school life. The laboratories of the Industrial Arts Department are equipped for teaching the latest principles of modern design. Part-time teachers in the School are artists and professional men and women who earn their living in the fields in which they teach. Full-time teachers are all drawn from practical fields in business, industry, and education.

CROWN HEIGHTS ASSOCIATED ACTIVITIES,  
1150 Carroll Street, Brooklyn 25, New  
York *Director*

Crown Heights Associated Activities is a free institute for social education and social action. It comprises two labor schools—Boro Hall Labor School and Crown Heights Labor School, each conducted one night a week for the benefit of men and women of the working class. No previous formal education is required of the students and no distinctions of class, color, or creed are made. The faculty for the most part is made up of experts in the various subjects who generously volunteer their time and talent. The labor schools were established in December, 1937.

Crown Heights Round Table Confer-

ences for business and professional people offer a series of 20 coordinated lectures and discussions divided into two sessions of ten weeks each. Nationally known authorities on the topics are invited as guest speakers. Crown Heights Debating Team, composed of workingmen students, represents the school in the Catholic Debating League of Brooklyn and in debates with labor school debating teams from other cities.

Joint activities of a social and spiritual nature are engaged in by the associates and participants of the various groups at stated intervals throughout the year.

*The Crown Heights Comment*, a weekly bulletin treating of principles of sound social action, together with current controversial topics, is published in 25 issues over the period of a year.

GEORGIA WORKERS EDUCATION SERVICE, 353 Courtland Street, N. E., Atlanta 3, Georgia *Director*

The Georgia Workers Education Service was formed by representatives of the public, the AFL, and the CIO to provide a service for all workers in the State, without discrimination against any person or group. An Advisory Council is made up of delegates chosen to represent a number of civic and community organizations, such as the YWCA, YMCA, League of Women Voters, Urban League, Anti-Defamation League, etc.

A Program and Planning Committee works with the Director in formulating plans to present to the Executive Committee, which is the governing body. The program is designed to achieve a threefold purpose: (1) To bring about more effective functioning of trade union members; (2) to develop recognition of the common interests of organized labor and the community; (3) to promote better human relations within the union movement and between the unions and the general public.

Program activities include discussions of the history, functions, and current prob-

lems of organized labor; study and practice in parliamentary procedure, public speaking, etc.; stimulation of cultural and recreational interests and activities; study of community problems and formulation of plans for community action; conducting training institutes, lecture series, public forums, radio programs, and discussion groups; building up of a circulating library of reading materials and also a film library; preparation, publication, and distribution of educational materials, etc.

HUDSON SHORE LABOR SCHOOL, West Park, New York (New York Office: 95 Liberty Street, Room 503, New York 6, New York) *Director*

Hudson Shore Labor School, formerly the Bryn Mawr Summer School for Workers, is the oldest resident school for workers in the United States. Located at West Park, New York, it conducts there a summer school and special institutes which vary from season to season. In addition, its facilities are used by unions and other groups for institutes and conferences.

The summer session, held in July and August, is open to industrial, agricultural, and service workers; to union and non-union members; to men and women. Courses are offered, each year, to correspond with current national and international developments. Always included are discussions in economics and government; training in such subjects as publicity techniques, writing for various purposes, parliamentary procedure, public speaking; and creative work in the Social Science and Theater Workshops. Students come from many different states and from other countries. The faculty is composed of teachers experienced in teaching workers and familiar with their problems. The School is without tie to any political group.

Students usually apply through their local union, YWCA, or local workers' education committee. Some are sent by such

groups; others pay their own fees. There are a limited number of scholarships.

LE MOYNE COLLEGE, School of Industrial Relations, 254 E. Onondaga Street, Syracuse 2, New York *Director*

The School of Industrial Relations of Le Moyne College was started in the fall of 1945. It offers free courses to adults in such subjects as "The Christian Philosophy of Industrial Relations" and "Industrial Ethics." The teachers of these courses are all Jesuit priests. At public forums which are held weekly, important issues and problems in the field of industrial relations are presented by authorities and then opened up for audience discussion.

As Le Moyne College develops, in addition to the adult course in industrial relations, there will be offered a four-year course leading to the degree of Bachelor of Science in Industrial Relations.

NATIONAL RELIGION AND LABOR FOUNDATION, 106 Carmel Street, New Haven 11, Connecticut *Executive Secretary*

The purpose of the Foundation is to foster church-labor relations through regular and special meetings that interpret common aims and plan action in the local community. City Religion-Labor Fellowships and Councils seek to implement the social teachings of the various faiths and fight for justice among underprivileged and unorganized workers. The city program affects mainly clergymen and labor union officials. A large part of the educational value comes from emotional identification.

Another important department of the national program is the organization of chapters in the theological schools through which students for the ministry become acquainted with labor's role and with labor leaders. The Foundation has active contacts in more than forty of the leading seminaries in the United States.

NATIONAL WOMEN'S TRADE UNION LEAGUE OF AMERICA, 317 Machinists Bldg.,

Washington 1, D. C. *Secretary-Treasurer*

The Women's Trade Union League was founded in 1903 by a group of public-spirited men and women. Its purposes are to serve the interests of wage-earning women through organization of workers into trade unions, collective bargaining agreements between trade unions and employers, legislation for the workers' economic and social good, workers' education, and interpretation of labor problems to the public. The League now has local branches in more than a dozen communities in the United States, and one in Fort Frances, Ontario, Canada.

One of the pioneers in workers' education, the League carries on evening classes, forums, lectures, round-table discussions, and conferences in an atmosphere and setting that take account of the fact that those attending have just completed a day's work; and further, that they have a useful background of work experience. The educational program is designed especially to help women wage-earners broaden their interests and develop their perspectives as world citizens.

The Monthly Bulletin, news releases, and other publications of the National League have a wide distribution.

SOUTHERN SCHOOL FOR WORKERS, 14 North 9th Street, Richmond 19, Virginia *Director*

The Southern School for Workers has devoted itself to promoting and conducting a program of workers' education in the South. Organized in 1927, through the efforts of southern educators and workers, it started as a summer school for women in industry.

Today the school's activities consist of providing a year-round education service for workers, irrespective of labor affiliation or race, in their home communities. Services include: short-term "schools"; institutes for the training of new officers and

stewards; inter union conferences on state or area basis to consider broader objectives of the labor movement and to work on specific state and national legislative programs.

**SUMMER SCHOOL FOR OFFICE WORKERS,**  
1776 Broadway, New York 19, New York  
*Director*

A labor school for the study of white-collar workers' problems. The school conducts an annual two-week resident session on the campus of Lake Forest College, Illinois, and sponsors local conferences and study groups in various parts of the country, dealing with economic and social issues affecting white-collar workers. These conferences and study groups are attended by men and women active in white-collar unions and other community organizations. Running concomitantly with the resident session is a Leadership Seminar for those whose professional work makes a knowledge of workers' education essential.

The study programs of all projects are informal and are built around the experience of the worker-students. Subjects include current economic problems and the role of the labor movement; effective participation in the community, educational method, including such specific techniques as dramatics, group music, and visual aids. The policy of the school is determined by a Board of Directors; the school is administered by the American Labor Education Service.

**WISCONSIN SCHOOL FOR WORKERS,** 1214 W.  
Johnson Street, Madison 5, Wisconsin  
*Director*

The Wisconsin School for Workers has gone through three stages: (1) From 1925 to 1936, its activities consisted almost entirely of a six-week summer session on the campus of the State University; (2) for two years, 1937-39, the school was permitted by legislative action to increase its budget to provide extension service to

workers in all industrial communities of the State; (3) since 1939, it has provided a year-round program consisting of the summer resident service, limited winter extension service, and research and consultative services.

The summer resident service consists of special institutes and general institutes given on the university campus at Madison, and usually two weeks each in length. The special institutes serve special groups and are oriented to the needs of those served. Some of these institutes are sponsored by unions that recruit students only from their own locals. The general institutes are open to all workers regardless of union affiliation. For both special and general institutes, there are basic courses upon problems of the worker and the labor movement.

During the winter, students do not come to Madison; but, instead, the School goes into the local community with an extension program designed to meet the needs of the local membership, so far as the school facilities and staff permit.

The research and consultative services include the publication of a monthly *News Letter*, which tells of the activities and the program of the School. Attached to each issue is an article written by a member of the research staff of the School or some other expert, and dealing with a current labor problem. The School maintains an up-to-date library of source material on all matters pertaining to labor. It is consulted not only by unions, but also by educational institutions interested in workers' education.

**XAVIER LABOR SCHOOL** (Xavier Schools of Social Order), 30 West 16th Street, New York 11, New York  
*Director*

Founded in 1936. Offers a two-year course of three terms of nine evenings each on the following subjects: labor legislation, training course for shop stewards, contract negotiations, philosophy of labor, economic problems, parliamentary tactics,

debating, public speaking, social questions, grievance clinic. Some courses are given by lecture; some by case method; most by discussion. Open to all workers.

### WORLD AFFAIRS

Arranged alphabetically by names of organizations.

**AMERICAN ASSOCIATION FOR A DEMOCRATIC GERMANY**, 8 East 41 Street, New York 17, New York *Executive Secretary*

Successor to American Friends of German Freedom, organized in 1935 to aid German underground democratic forces. Present activities consist of the compilation and dissemination of information concerning facts and problems relative to the encouragement of German democracy. The Association is composed of persons who believe that democratic government throughout the world is an essential basis for future peace.

**AMERICAN ASSOCIATION FOR THE UNITED NATIONS**, 45 East 65th Street, New York 21, New York *National Director*

(Formerly League of Nations Association. Established 1923. Changed its name February 1, 1945.) The Association, a membership organization, with its research affiliate, the Commission to Study the Organization of Peace, is devoted solely to vigorous and militant educational programs on behalf of the United Nations. It prepares commentaries on issues under discussion or coming before the UN; advises, and assists in program-planning on national and local levels; prints popular literature; issues monthly magazine, *Changing World*; furnishes feature material to press and radio; maintains a speakers' bureau; distributes information on visual aids. Ten regional offices and branches throughout the United States. Affiliates: United Nations Youth, for high school students and Collegiate Council for the United Nations, for college stu-

dents. American member of World Federation of United Nations Associations.

**AMERICAN ASSOCIATION FOR THE UNITED NATIONS**, Peoples Section for the United Nations, 45 East 65th Street, New York 21, New York *Secretary*

A membership organization of people who want to join the United Nations personally and to see a second Assembly, a Peoples Assembly set up as part of the United Nations, with delegates chosen by the peoples of the world. The aim of the Section is to develop individual responsibility for, and loyalty to, the UN, while working to improve it.

The information, research, popular literature, speakers, and program-planning facilities of the American Association for the United Nations are at the disposal of the Peoples Section. Individuals can organize their own discussion groups; advice on how to proceed being given to them without charge.

**AMERICAN FRIENDS SERVICE COMMITTEE**, 20 South 12th Street, Philadelphia 7, Pennsylvania *Executive Secretary*

Founded in 1917 to relieve war sufferers abroad, the Committee has continued through the years to maintain Centers for other activities. Though it is primarily a service and relief organization, it promotes institutes and seminars for the study of social, economic, and religious problems, the understanding of which helps to relieve international tensions and thereby promotes world peace.

**AMERICAN INSTITUTE OF PACIFIC RELATIONS**, 1 East 54 Street, New York 22, New York *Publications Secretary*

The American Institute of Pacific Relations is the American national council of the Institute of Pacific Relations, which is an international research and educational organization with councils in ten countries of the world that have interests in the Pacific area. The American council pub-

lishes scholarly research works on the Far East and its problems, as well as popular pamphlets and textbook pamphlets on Far Eastern countries. It also publishes *The Far Eastern Survey*, a fortnightly review of developments in the Pacific.

It has branch offices in Washington, D. C., Milwaukee, Seattle, Los Angeles, San Francisco, and Honolulu, and affiliated organizations in Cleveland and Chicago. Branch offices offer library services, lectures, discussion groups, and forums. Because the Far East is so generally neglected in the classroom, the IPR carries on a continuous program of teacher education, including summer workshops, usually in cooperation with some college or university.

THE AMERICAN RUSSIAN INSTITUTE, 58  
Park Avenue, New York 16, New York  
*Executive Director*

A nonpolitical, nonpartisan, American membership organization doing research in all fields of Soviet information and disseminating that information. Serves newspapers, press associations, publishers, film and radio producers, educators, writers, students, and the general public. Maintains an extensive library of both Russian and English titles and a clipping file of material on the Soviet Union, culled from the leading newspapers and periodicals of the United States. Indexes many Soviet publications continuously, and keeps an up-to-date biographical file of leading Soviet persons. Conducts a Russian language school; and gives courses on many phases of Soviet culture. Publishes a quarterly, *The American Review on the Soviet Union*, which contains authoritative articles written by experts. It also publishes pamphlets from time to time.

ASSOCIATION FOR THE PROMOTION OF INTERNATIONAL UNDERSTANDING, 247 Park Avenue, New York 17, New York  
*Executive Secretary*

Present activity is the publication of a

magazine called *This Month* devoted to the principles of promoting international understanding amongst peoples of all nations. Plans for the future include publishing foreign editions. Free copies upon request.

The Association has members in all parts of the world. It has a board of directors which meets at regular intervals in New York and Toronto.

BRITISH INFORMATION SERVICES, 30 Rockefeller Plaza, New York 20, New York  
*Head of British Information Services*

British Information Services, which was preceded by the British Library of Information, founded in 1920, was established in May, 1942, as an agency of the British Government, in response to widespread demands in the United States for a source of information about all things British. It consists of four divisions: (1) The Reference Division with a large library, collection of British Government publications, and extensive reference files; (2) The Press and Radio Division; (3) The Films Division, which arranges for the exhibition of films produced under British official auspices; and (4) the General Division, which arranges programs for British speakers, plans exhibitions, and produces pamphlets.

Inquiries about every aspect of British life are answered by BIS and a number of information papers and illustrated pamphlets are published to describe various phases of social and economic development in Britain and the British Colonies, but excluding the Dominions.

CAMPAIGN FOR WORLD GOVERNMENT, 343  
S. Dearborn Street, Chicago 4, Illinois  
*Executive Secretary*

An international organization founded in 1937 to work for the establishment of a world federation based on consent of the governed, with membership open to all nations, and with laws enforced directly on individuals—thus substituting



"the peaceful magistracy of the Law" for military coercion of member nations. Member nations would have autonomy in internal government, but the world government would be directly responsible to the people through uniform election procedure.

Publishes a bulletin *World Federation—Now*; also pamphlets, pictographs, and other educational literature on the issues involved in creating world government. Speakers are available for meetings.

Encourages political action to institute world government. Pushes appropriate legislation; questions government officials and broadcasts their replies; and informs people on world issues, urging them to get their views adopted in official circles everywhere.

CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE, 700 Jackson Place, N.W., Washington 6, D. C. *Secretary*

The Carnegie Endowment for International Peace was established in 1910 by a gift which Andrew Carnegie made for the purpose of promoting popular education in the cause of peace. Through its Division of Intercourse and Education, the Endowment carries on an extensive program of adult education, in cooperation with organizations of many kinds—farm, labor, social, civic, business, educational, religious, etc. Throughout the country, international relations centers have been developed for the organizations associated with the Endowment. Though the names, programs, and methods of the various centers differ, there is agreement as to their fundamental purpose: to educate public opinion in regard to the underlying principles essential to world peace and security.

Supplementing the programs conducted through the centers, the Division engages in projects for specialized work with other agencies, such as the Church Peace Union, The Country Life Association, the East and West Association, etc.

The Endowment fosters International

Relations Clubs in colleges and high schools in all sections of the country, and maintains International Mind Alcoves in selected small-town libraries. Four times a year the Division sends to each library on this special list an installment of books which are kept together as a collection by the librarian receiving them. The sendings are continued until the collection reaches the maximum of 100 books. An *International Mind Alcove Booklist* is prepared for individuals and large libraries interested to know the titles selected by the Division.

A mailing list of about 8,000 groups has been built up for the distribution of adult education study material on international affairs. Educational films on international subjects are made available to the centers and other groups.

CHICAGO COUNCIL ON FOREIGN RELATIONS, 84 E. Randolph Street, Chicago 1, Illinois *Director*

A Midwest center for educational activities concerned with international relations. The Council provides speakers of authority on national and international affairs; supplies current, inexpensive, authoritative material on world affairs; prepares study kits, displays, and bibliographies; plans special study courses for group leaders, also provides a program-planning service; arranges previews and panel discussions of films on world affairs; publishes *Foreign Notes*, a review of international events.

CHINA INSTITUTE IN AMERICA, 125 East 65th Street, New York 21, New York *Director*

Founded in 1926, to promote education and culture in art, literature, science, history, and other subjects among Chinese and Americans, and to cultivate a mutual understanding between China and the United States and the citizens of the two countries.

As part of its program of activities, the Institute conducts, and assists in conduct-

ing, series of lectures, exhibitions, motion picture presentations, recitals, etc., which are intended to impart a fundamental understanding of the backgrounds and present-day life of the Chinese and American peoples. It also compiles materials for the same purpose. The Institute publishes a quarterly *National Reconstruction Journal*, containing articles on some of China's problems in the reconstruction period. The *China Institute Bulletin* is published monthly except during July-September.

THE CHURCH PEACE UNION, 70 Fifth Avenue, New York 11, New York *Education Secretary*

Founded in 1914 by Andrew Carnegie. It is nondenominational and works for world peace and international friendship with secular organizations and through churches. The Board of Trustees is made up of Catholics, Protestants, and Jews.

CITIZENS CONFERENCE ON INTERNATIONAL ECONOMIC UNION, 370 Lexington Avenue, New York 17, New York

A nonpartisan, unsubsidized association of individuals and groups. Membership is open to all persons subscribing to the purposes of the Conference, which are: To stimulate interest in economic cooperation and employment among all nations as the basis of a just and lasting peace, and to promote educational activities to that end. Releases pamphlets and reports to encourage international cooperation.

COMMISSION TO STUDY THE ORGANIZATION OF PEACE, 45 East 65 Street, New York 21, New York *National Director*

The name of the Commission defines its purpose. Organized in 1939, it is now composed of more than 125 persons, experts in their respective fields. The Commission's research is based on problems facing the United Nations, such as control of atomic energy, human rights, trusteeship, and strengthening of the United Nations Charter. It is the research affiliate of the Amer-

ican Association for the United Nations. Its studies are used as a basis for the policy and popular educational program of the Association.

COUNCIL ON FOREIGN RELATIONS, 58 East 68th Street, New York 21, New York *Librarian*

A nonpartisan, noncommercial organization, formed during World War I, to promote study of the international aspects of America's political, economic, and financial problems. It achieves this purpose by means of general meetings, with distinguished American and foreign guests as speakers; group meetings to discuss subjects more technical in nature; study groups for detailed examination of a particular problem or issue; Foreign Relations Committees, organized in cities throughout the country.

Maintains a large reference library, which contains documentary, source, and current materials, including full collections of newspaper, periodical, and pamphlet clippings. Documentary and other materials on both World Wars.

Publishes *Foreign Affairs* a quarterly review dealing with various aspects of American foreign policy. Other publications include volumes on special international questions.

COUNCIL ON WORLD AFFAIRS, 922 Society for Savings Building, Cleveland 14, Ohio *Director*

Created in 1924 by the late Newton D. Baker as a clearinghouse for several organizations interested in international problems. Reorganized as an independent agency in 1934 under the name of "The Foreign Affairs Council"; and again in 1943 under the name of "The Council on World Affairs," when it was incorporated under Ohio law as an educational institution.

It is a membership organization, but its services extend to the community at large regardless of individual membership.

These services include: (1) program-planning assistance; (2) speakers bureau; (3) pamphlet shop; (4) library; (5) film service; (6) maps and charts; (7) publications. The Council serves as a channel for the distribution of publications rather than as a publishing agency itself.

The Council offers the following programs and services: (1) Lectures, about 25 a year by outstanding authorities; (2) men's bi-weekly discussion group; (3) women's weekly discussion group; (4) neighborhood discussion groups, with leaders furnished and trained by the Council; (5) all-day institutes on specialized phases of world affairs; (6) special study clinics for members of the Council; (7) program-planning clinics; (8) leader-training clinics; (9) radio programs; (10) occasional conferences; (11) study committees whose members are experts in their fields; (12) special programs for both in-school and out-of-school youth.

THE EAST AND WEST ASSOCIATION, 40 East 49th Street, New York 17, New York  
*Educational Director*

In the belief that the best way to learn of other peoples is to get knowledge warm and direct from the people themselves, the East and West Association, founded in 1942 by Pearl S. Buck, conducts a Program Bureau, which will make booking arrangements for a speaker or discussion leader, representing any country desired, to interpret his land and people. The Bureau also serves program-planners in clubs, schools, forums, church and community groups by building entire programs either for one occasion or for a series of meetings.

The Association has a Film Committee, which evaluates educational films about other countries and sends out a monthly newsletter based on the best films of the month, with special program suggestions, etc. Publishes a monthly bulletin for librarians, called *People through Books*. Also publishes pamphlets, reading lists,

and picture portfolios about various peoples.

Additional information and circulars sent upon request.

FEDERAL UNION, 700 Ninth Street, N.W., Washington 1, D. C. *President*

A nonprofit membership association of men and women who believe in an immediate union of the world's free nations, as the basis for world government.

Through Federal Union, this idea is promoted. The national headquarters arranges public discussions, publishes books and pamphlets, and is the publisher of a monthly magazine for the general public, *Freedom and Union*, which deals with the entire problem of world government from all views, however conflicting and divergent. Branch organizations in over twenty cities assist in the general work of Federal Union.

Federal Union was organized in 1939 as a response to the now world-famous book by Clarence Streit, *Union Now*, a proposal for a federal union of free nations. The organization has held annual conventions since and has been growing in size and influence.

FOREIGN POLICY ASSOCIATION, 22 East 38th Street, New York 16, New York  
*Secretary*

The Foreign Policy Association, founded in 1918, has consistently worked to develop greater soundness and clearer perspective in the international thinking of American citizens. The FPA educational programs, carried by branches and affiliates in important cities throughout the country, include forums, study groups, radio broadcasts, speakers bureau services, etc. Special emphasis is laid on stimulating interest in world affairs among veterans.

FPA research, covering all phases of world affairs, is the product of specialized authorities in specific fields. Their studies are widely disseminated through the *Foreign Policy Reports*, a semi-monthly pub-

lication fully documented; *Headline Books*, six pamphlets yearly on major foreign relations questions; and the *Foreign Policy Bulletin*, a weekly publication presenting interpretations of current international events and a Washington Newsletter.

Through FPA community centers, the Association promotes a nation-wide expansion program designed not only to reinforce existing branches and affiliates with enlarged membership and services, but also to establish additional Branches and to create in communities, at present untouched by FPA, a citizen-concern and intelligent interest in the field of foreign policy.

**FREEDOM HOUSE**, Willkie Memorial Building, 20 West 40th Street, New York 18, New York *Executive Secretary*

Conducts a weekly Freedom House Forum with outstanding speakers on world affairs. In addition, much valuable work is carried on at the level of the officers and Board of Directors, who represent the widest range of political, religious, and economic interest; but who are, without exception, committed to the cause of freedom and equal justice for all, at home as well as abroad. Freedom House expresses its convictions and promotes its cause by means of radio programs; the distribution of literature; the annual Freedom House Award; and the publication of a News Letter, reprints of speeches, and pamphlets.

**INDIA LEAGUE OF AMERICA**, 40 East 49th Street, New York 17, New York *Secretary*

Organized in 1937 for the purpose of furthering mutual understanding between India and the United States. Membership consists of Americans and citizens of India living in the United States.

Maintains a Research Bureau, which supplies free factual material on India; publishes and distributes pamphlets and studies on Indian problems, also publishes

a monthly bulletin, *India Today*; maintains a Speakers Bureau to supply authoritative lecturers on India; holds public meetings to discuss Indian affairs; sponsors exhibitions of Indian art and recitals of Indian dance and music.

**INSTITUTE OF INTERNATIONAL EDUCATION**, 2 West 45th Street, New York 19, New York *Director*

Fundamental purpose to further world peace and understanding through the stimulation of international educational and cultural interchange. The activities of the Institute to this end include the exchange annually of hundreds of students between the United States and other countries; circuiting distinguished foreign scholars as lecturers or visiting professors to our colleges and universities; and assisting in the placement of teachers in other countries than their own.

An active information service on international education is maintained. An Annual Report (in October), a monthly *News Bulletin* (October through May), pamphlets, and bulletins are published.

**INSTITUTE OF WORLD AFFAIRS**, University of Southern California, Los Angeles, California *Executive Secretary*

The Institute of World Affairs was founded in 1926, under the sponsorship of the University of Southern California, as a joint undertaking by universities and colleges of the mountain and Pacific states for the discussion and study of world affairs.

Educational institutions within the above area are asked to send delegates as both speakers and members capable of making the greatest contribution to the program. Until the war years, this program continued throughout one week; in recent years three full days have been devoted to addresses, round tables, and panels on topics of world-wide interest. Clubs, organizations of all kinds, and individuals

also are admitted to membership upon payment of a fee.

The Institute is purely a study group, taking no action, passing no resolutions, having no axes to grind.

THE INSTITUTE ON WORLD ORGANIZATION,  
Graduate School, American University,  
1907 F Street, N.W., Washington, D. C.  
*Secretary*

Founded in 1941 to promote the study and discussion of international relations and international organization. Its founders were men and women who had been associated with the work of international agencies situated in Europe.

The general program of the Institute is concerned with the lessons to be learned from the experience in international organization of such agencies as the League of Nations, the International Labour Organization, the Permanent Court of International Justice, and the United Nations. It takes up both general and special problems of international organization, and promotes its program through conferences, dinner discussions, research, and a variety of publications.

MIDDLE AMERICA INFORMATION BUREAU,  
Box 93, Station Y, New York 21, New York  
*Director*

Established early in 1943 by the United Fruit Company to foster better relations between the United States and the eleven republics of Middle America: Mexico, Honduras, Nicaragua, Costa Rica, Guatemala, El Salvador, Colombia, Cuba, Haiti, Panama, and the Dominican Republic. Available for distribution to interested persons are booklets on the geography, natural resources, agriculture, folkways, and research projects of these countries. News items about the latest developments in Middle America are distributed on a regular basis to newspaper editors throughout the country. A fairly large selection of photographs, depicting the life, scenic views, street scenes, and agriculture of

Middle America, is available to groups who plan exhibits.

NATIONAL COUNCIL FOR PREVENTION OF WAR, 1013 18th Street, N.W., Washington 6, D. C. *Executive Secretary*

Founded in 1921, its guiding slogan, "Education Focused on Washington." Its monthly publication, *Peace Action*, is sent without charge to members of Congress and to an extensive list of newspaper editors and radio commentators.

The Council program has been guided from the beginning by three central principles: progressive world organization; world-wide reduction of armaments by international agreement; and world-wide education for peace. The specific program for each year is democratically determined at an annual conference.

NATIONAL PEACE CONFERENCE, 8 West 40th Street, New York 18, New York  
*President*

Membership consists of national organizations and local peace councils having as their primary aim, or as one of their objects, the promotion of better international relations. Purpose: To serve (1) as a council board at which members exchange their views on American foreign policy and formulate and clarify policies and issues; (2) as a clearinghouse to receive, record, and publicize views of its affiliated organization to the public and the government; (3) as a publisher and program-servicing agency to provide its member organizations and the general public with objective, nonpartisan information on world events, programs, policies, educational methods and procedures, and organizational techniques. Recommends to member organizations the adoption of principles decided upon by the conference. Promotes such programs of cooperative activity as may be agreed upon by the conference, working through member organizations which are best qualified to provide leadership in a specific program.

Appoints a Standing Committee on Current Issues, a Commission on the World Community, special Committee on UNRRA; has a permanent observer attached to the United Nations.

Findings and reports are transmitted to the member organizations. Issues 10 *National Peace Conference Bulletins* annually. Popular educational pamphlets prepared on timely subjects by the Commission on the World Community.

NEW SCHOOL FOR SOCIAL RESEARCH, 66 West 12 Street, New York 11, New York *Secretary*

The New School for Social Research, in virtually all its divisions, is much concerned with the problems of international relations. Not only is a long series of specialized courses offered, particularly by the Graduate Faculty of Political and Social Science, by the School of Politics, and by the Ecole Libre des Hautes Etudes, but also the international point of view enters actively and purposefully into a very large number of the courses taught at the New School, even though they may deal with philosophy, the arts, and the humanities.

The courses offered by the Graduate Faculty, the School of Politics, and the Ecole Libre are most frequently taught by outstanding scholars who have been born, trained, and experienced in European universities, public and business administration, and diplomacy. These scholars, now for the most part permanent members of the American community, thus have a most valuable background for comparative international studies in all areas of international relations such as history, economics, sociology, political organization, and philosophy.

The emphasis upon international relations has been strengthened since World War II, though the New School throughout its history has always been much concerned with international problems. The ideal toward which this kind of work is

done at the New School is that students shall be trained to consider the various aspects of modern life from the point of view not primarily of any one nation or people but from the point of view of the world as a unit. This emphasis the New School proposes to maintain and increase.

PAN AMERICAN INSTITUTE, 31st and P Streets, N.W., Washington 7, D. C. *Executive Officer*

Interested in the promotion of adult education in the field of international relations, and in connection with Latin America in particular. The Institute maintains a building in Washington, with a library of 7,000 volumes, chiefly on international affairs; also a collection of maps and charts and a periodical reading room. Sponsors radio broadcasts and conducts lecture series on timely topics of international interest. Acts as an information service for students and educators who are doing research in this field. Assists in maintaining a speakers' bureau and often furnishes speakers for panels on radio and public forums. Cooperates with various branches, educational institutions, and learned societies in carrying out projects and programs. Publishes a magazine, *Affairs*, which specializes in Latin American news.

PAN AMERICAN UNION, Washington 6, D. C. *Chief, Division of Intellectual Cooperation*

An international organization created by the 21 American republics for the purpose of fostering mutual understanding and cooperation among them. It directs its activities mainly toward the development of closer commercial, financial, and cultural relations among the governments and peoples of the American continent.

It operates through more than a dozen technical divisions, one of which, the Division of Intellectual Cooperation, is a clearinghouse for information on the various phases of the cultural movement in

the Americas, including education, the arts, literature, and scientific endeavor.

POST WAR WORLD COUNCIL, 112 East 19th Street, New York 3, New York *Executive Director*

Formed immediately after Pearl Harbor by a group of men and women who were determined to make World War II the last war. Concerns itself with seeking settlements which will renounce imperialism and vengeance and permit men and nations to move toward a fellowship of free peoples. Advocates the recognition of the rights of all people to independence; urges defeat of all proposals for compulsory peacetime military training and advocates international agreements on armaments, looking toward progressive disarmament; advocates the universal abolition of peacetime military conscription and the outlawing of the use of atomic energy for war simultaneously with its widest possible use for the benefit of all peoples. Issues a monthly *News Bulletin*, and publishes a series of pamphlets periodically on subjects pertinent to its program.

U. S. DEPARTMENT OF STATE, Office of Public Affairs, Washington 25, D. C. *Acting Chief, Division of Public Liaison*

The Office of Public Affairs is charged with the conduct of the domestic information policy of the Department of State, with the exception of press releases and press conferences.

There are four divisions: (1) Division of Publication, responsible for the Department's publishing program; (2) Division of Historical Policy Research, which directs historical studies in international relations; (3) Division of Public Studies which collects and analyzes information in regard to public attitudes on foreign policy matters for use by Department officers; and (4) Division of Public Liaison.

The Division of Public Liaison maintains direct communication between the

Department of State and the public through radio, films, the giving out of background information to writers and editors, and close cooperation with voluntary agencies and organizations. It is in charge of speaking arrangements for officers of the Department and also of arranging conferences with representatives of various media of communication and of many different types of organizations.

UNITED WORLD FEDERALISTS, 31 East 74th Street, New York 21, New York *Public Relations Director*

United World Federalists was founded in 1947—an amalgamation of the three largest national and two largest state groups in the United States which previously worked independently toward the establishment of a federal world government body to prevent warfare among nations. The merging groups were: (1) *Americans United for World Government*; (2) *World Federalists, U.S.A.*; (3) *Student Federalists*; (4) *The Massachusetts Committee for World Federation*; and (5) *The World Citizens of Georgia*.

The new organization adopted a platform urging "a world government with limited powers adequate to prevent war." Its program of education is based on the following official statement of belief:

"We believe that peace is not merely the absence of war, but the presence of justice, of law, of order—in short, of government and the institutions of government; that world peace can be created and maintained only under world law, universal and strong enough to prevent armed conflict between nations."

WOMEN'S ACTION COMMITTEE, 1 East 57th Street, New York 22, New York *President*

Purpose of the Committee is to secure United States support of activities of international organizations working to set up a cooperating world which will avoid war. Members of the Committee are na-

tional women's organizations and thousands of individual women. The Committee sends material to all its members, direct from headquarters office, informing them of important measures before Congress for vote. Publishes a monthly news bulletin, *The Backlog*.

**WOMEN'S CONFERENCE ON INTERNATIONAL AFFAIRS**, 2401 Calvert Street, N.W., Washington 8, D. C. *Chairman*

The Conference was set up in Washington by a committee of four women who were impelled by an urgent conviction that this is the time when all who believe in peace should double their efforts if world order is to be achieved.

The object is to give women who plan and carry out national programs on world affairs the opportunity for firsthand discussions of these problems with officials of the United States and the United Nations. Washington was chosen as headquarters because officials in Washington are willing to take part in programs when they are not required to spend time in travel, and when the audience consists of representatives of national organizations. In consequence, a number of conferences on international affairs have been held before representatives of over 50 national women's groups.

**WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM**, 2006 Walnut Street, Philadelphia 3, Pennsylvania  
*National Administrative Secretary*

**Purpose:** To unite women in all countries who are opposed to every kind of war, exploitation, and oppression. Works for universal disarmament and for the solution of conflicts by the recognition of human solidarity; by world cooperation; and by the establishment of social, political, and economic justice for all, without distinction of sex, race, class, or creed.

State and local groups do educational work through existing bodies—churches, schools, clubs; publicity work through the

press and radio; and legislative work through state and congressional representatives. A main interest is education of youth for peace, made concrete by supplying teachers with peace literature and lists of books, as well as by suggesting material for church and club programs. Publishes pamphlets as well as a monthly bulletin, *Four Lights*.

**WOODROW WILSON FOUNDATION**, 45 East 65 Street, New York 21, New York  
*Librarian, Woodrow Wilson Library*

Established in 1922, the Foundation was created to further the ideas and ideals of Woodrow Wilson in the cause of human freedom and international cooperation. Awards are made from time to time to individuals who have rendered meritorious service to democracy, liberal thought, or peace through justice. The Foundation uses its income to carry on an educational program directed towards popular understanding of the need for international cooperation in political, educational, and economic relationships. Although the Foundation maintains headquarters at Woodrow Wilson House in New York, its educational program, through wide distribution of its publications in this country and abroad, endeavors to carry on the work envisioned by the original founders, who represented each state in the country. Texts of international conference documents, bibliographies on world organization, material on Mr. Wilson, and recently pamphlets on various phases of world affairs, are available on request.

In January, 1946, the Foundation launched a monthly periodical, *United Nations News*, devoted exclusively to the United Nations and its related agencies. Transcribed radio programs on current problems in international affairs have been sponsored and made available, free of charge, to local radio stations throughout the United States and Canada.

With the gift of complete documenta-



tion of the League of Nations in 1929—the only States Member Collection in the United States—the Foundation established the Woodrow Wilson Memorial Library as a public reference center. It has continued to receive both sale and non-sale documents of the League and its many commissions and committees, as well as all reports of the International Labour Office, the Permanent Court of International Justice, and the International Institute of Intellectual Cooperation. Bound and catalogued, the collection provides for the student the complete history of the first great experiment in international cooperation. The library has been made a depository for all documents of the United Nations. Through its general collection of books, pamphlets, periodicals, and clippings on international affairs, diplomatic history, postwar planning, and Wilsoniana, the reference resources for public use are extensive.

**WORLD CITIZENSHIP MOVEMENT**, 11 West College Street, Oberlin, Ohio *Secretary*

Advocates that citizenship now be practiced on world level as well as national and local levels; also the creation of a representative world government of the people of the world, by the people of the world, and for the people of the world. Cooperates actively with other organizations. Program suited for use of schools and civic clubs. Publications: *News from World Citizens* (quarterly), pamphlets, folders.

### YOUNG ADULTS

Arranged alphabetically by names of agencies.

**CAMP FIRE GIRLS**, 88 Lexington Avenue, New York 16, New York *Director*, *Department of Public Relations*

Camp Fire Girls, founded in 1910, is the oldest national organization in America serving young girls. Its program, built

around the home, encourages the development of domestic skills because the Camp Fire Girls of today will be the homemakers and mothers of tomorrow. Girls are also taught to consider the home in its true light—as the foundation of the community, nation and world. The oldest girls served by Camp Fire are known as the Horizon Clubbers. These girls range from senior high school through junior college age.

**ITHACA YOUNG ADULT COMMUNITY SERVICE COUNCIL**, Colonial Building, Ithaca, New York *Chairman*

The Ithaca Young Adult Community Service Council, a civic and social organization for young adults between the ages of 18 and 30 years, has been functioning since 1940. Its civic interest programs consist of discussion forums, lectures, and surveys. At least twice a year the Council aims to render some special service to the community. For instance, during the war years, it established a teenster center for the junior and senior high-school-age group, which was operated by youth themselves. One of its postwar projects has been the 900 Club, a sort of "second home" for young adults. Each year the Council has complete charge of *I Am An American Day*. The Glee and Choral Group sing for patients in the local hospitals.

**NATIONAL BOARD OF THE YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS OF THE U. S. A.**, 600 Lexington Avenue, New York 22, New York *Head, General Administration*

The characteristic work of the Young Women's Christian Association is Christian education, from the point of view both of the personal life of the individual and of her participation in society as a citizen. A great part of the national job is the training and developing of leaders both for paid positions and for volunteer service. The Public Affairs Program is largely a program of education which re-

sults at times in action. The main headings under which that program is developed are: (1) Civil Liberties and Democratic Rights; (2) International Relations; (3) Social and Economic Welfare; (4) Minority Groups; (5) Education; (6) Public Health; and (7) Special Problems of Youth.

NATIONAL COUNCIL OF YOUNG MEN'S CHRISTIAN ASSOCIATIONS, 347 Madison Avenue, New York 17, New York *Director, Bureau of Records, Studies and Trends*

Young men's activities under the auspices of the YMCA survived the war years at a minimum, but the programs were rapidly rebuilt after the war was over and have since greatly expanded. Strong program emphases now include wider contacts with industrial workers; more co-recreational activity; more outdoor sports; expansion of small group activities; increased use of physical facilities and services; greatly increased interest in public affairs, including international relations and United Nations developments; general forums and listening groups; newly devised film forums, and other phases. Variety and diversity are sought in handling well-established interest areas such as employment, recreation, marriage and family, religion, health education, and citizenship. The subject of race relations has new interest. Some attention is being given to the individual and social problems due to alcohol. Committees of participants are utilized in leadership roles. Service projects are encouraged. Many organizational adjustments are being made so that boards are more representative of youth, labor, etc.

NEW YORK STATE COMMUNITY SERVICE COUNCIL, State Education Department, Albany 1, New York *Supervisor, Youth Council Services*

Youth councils were started in New York communities in order to help young

adults make good use of the important years between 18 and 30. The stated aims of the councils are: (1) To stimulate and maintain the interest of young adults in civic affairs, and to urge them into active participation; (2) to awaken communities to a consciousness of the value of the willingness and capabilities of young adults; (3) to keep young people ever mindful of the fact that we live in a progressive democracy and that every individual should fit himself to do his share in furthering each progression.

The New York State Community Service Council, which operates under the State Education Department, was formed in 1941 to initiate and help local Councils; to stimulate thought on current issues; and, in general, to bring about an exchange of ideas and a chance for young people from various communities to meet together and learn to understand one another's points of view.

The Council holds state conferences and, since 1941 when the State was divided into six districts by the Council, there have been numerous district meetings also. The official organ of the Council, *The Voice of Empire Youth*, started publication in 1944.

RICHFIELD SPRINGS CIVIC YOUTH COUNCIL, Richfield Springs, New York *Secretary*

The Civic Youth Council holds forums and discussion groups in connection with the adult education program of the local school. The subjects discussed at these forums are of local, national, and international interest.

SCHENECTADY CIVIC YOUTH COUNCIL, 20 Nott Terrace, Schenectady 8, New York *Counselor*

The Schenectady Civic Youth Council was organized in 1941, when ten young adults, unofficially representing various youth and youth-serving organizations, met to consider the place of the young adult in the community. It was agreed

that too few young adults (16 to 25 years of age) are active in civic and community affairs; that few of them know enough about their community, its resources, its activities and its needs; and that the community knows too little about, and pays too little attention to, its young adults and their needs. It was further agreed that an organization of young adults, with a program built around youth-initiated activities, could do much to remedy these conditions.

Under the sponsorship of the local Department, which furnishes facilities, plus a full-time counselor, the Civic Youth Council offers to the young adults of the community opportunity to become active in a truly civic program. While special efforts are made to interest out-of-school young people who are unaffiliated with organized groups, many youth leaders have seen opportunity in the council to join a group in which the young adult can become articulate. Activities are youth-initiated. Interest groups are formed at the request of the young people.

Through participating in the Council program, young adults are able to acquire status in community affairs, to gain experience in leadership, to train for active citizenship, and in a group of like-minded young adults to have a good time while achieving these purposes. Many Youth Councilors have been invited to become members of community policy-making committees and organizations. The Council adopted the slogan "Democracy in Action," and in their program these young people, who represent a true cross section of the youth of the community, are actually making the slogan work.

U. S. DEPARTMENT OF AGRICULTURE, Cooperative Extension Service, 4-H Clubs, Washington 25, D. C. *Director of Extension Work*

The Cooperative Extension Service functions through an educational program. It brings the resources of the U. S. Depart-

ment of Agriculture and the Land Grant Colleges to bear on the special problems of young people through a staff of county agricultural agents, county 4-H Club agents, and home demonstration agents.

The programs for young adults are operated in the States under various titles, of which the following are examples: Older 4-H Program; Young Farmers and Homemakers Clubs; Rural Youth Groups; and Young Extension Cooperators. The specific objectives for the young adult programs vary with the county and the individuals concerned. However, helping young people become established in farming; assisting them to become integrated into normal and useful community life; developing the home for better living through creating proper attitudes, better skills, and useful knowledge are common to many programs.

Since the Extension Service has professionally trained personnel in nearly every county, operating in nearly every community through committees and voluntary leadership, all backed up by a corps of specialists, the Extension Service is very well equipped to assist young adults in rural areas with the problems that they face.

U. S. JUNIOR CHAMBER OF COMMERCE, Hotel LaSalle, Chicago 2, Illinois *Public Relations Director*

The United States Junior Chamber of Commerce was founded in 1919 in St. Louis. The movement has spread throughout the world, with Junior Chamber groups now at work in every part of the United States and in 25 different countries. Membership in the U. S. Junior Chamber is open to any young man of good character, between 21 and 36 years of age, who is interested in developing his leadership and civic responsibility through community service. There are no restrictions on race or creed or type of business or professional occupation.

Junior Chambers of Commerce in the

United States are constantly at work on projects to reduce juvenile delinquency and traffic accident rate; to improve fire protection and public health; to protect the rights of citizens and improve the communities in which they live; and to promote world-wide understanding.

YOUNG ADULT CIVIC LEAGUE, Glens Falls,  
New York *Chairman*

The Young Adult Civic League of Glens Falls is a part of a program sponsored by the New York State Community Service Council and designed to encourage the early participation of young people in civic affairs and community life. Similar groups have been organized in several New York State communities, and each organization has been given complete freedom in choosing a program.

In Glens Falls, the League was organ-

ized in April, 1945. It has undertaken many activities of benefit to the community and its young people. It has assisted other worthy civic groups, such as the American Red Cross, whenever possible; it has civic projects of its own; and it is investigating all ways to find a place for young people in community life. With the cooperation of the local Board of Education, an educational program has been got up to furnish instruction to any group of fifteen or more who would like to pursue any course of study. The activities of the League are given unity by a general meeting held once a month. At this meeting, all business is transacted; a program of civic interest is offered; and an informal session is held to promote friendship and understanding among the members. Membership in the League is open to any young adult who is interested.

## PART VI

### SUGGESTED SUPPLEMENTARY READING



## SUGGESTED SUPPLEMENTARY READING

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## INDEX

### A

- Academy of Natural Sciences, Philadelphia, 395  
 Accidents, death rate, decrease in, 80  
 Action groups, in world affairs, 129-130;  
   *see also* World affairs  
 Adam, Thomas R., Adult Education in World  
   Affairs, 126-132  
 Adams, Herbert B., 215*n*  
 Adams, James Truslow, 293  
 Adams State College, San Luis Institute of  
   Arts and Crafts, 340  
 Addams, Jane, 60  
 Adjustment service, 9  
 Adult education (*articles*): Adult Education  
   in Hospitals and Sanatoria (Hudson),  
   25-29  
   Adult Education on Its Own (Hewitt), 240-  
   242  
   Adult Education and Later Maturity (Law-  
   ton; Overstreet), 138-142  
   Adult Education in World Affairs (Adam),  
   126-132  
   Adult Jewish Education in America (Gold-  
   man), 170-186  
   The American Association for Adult Educa-  
   tion (Cartwright), 289-296  
   Catholic Adult Education Activity (Hoch-  
   walt), 187-191  
   Community Organization for Adult Edu-  
   cation (Burch), 281-288  
   The Discussion Group in American Adult  
   Education (Essert), 269-275  
   Materials in Adult Education (Sillars),  
   253-258  
   Men's and Women's Clubs as Agencies of  
   Adult Education, 153-158  
   The Motion Picture in Adult Education  
   (Sillars), 263-268  
   The Place of the Museum in Adult Education  
   (Low), 236-239  
   Protestant Christian Adult Education (Swear-  
   ingen), 192-195  
   The Public Library and Adult Education  
   (Mathews), 228-235  
   Public School Adult Education Programs  
   (Van Sant), 196-200  
   Special Projects in Adult Education (Ogden),  
   118-125  
   State Legislation and Adult Education (Pres-  
   ton), 201-213  
   An Unparalleled Experiment in Adult Edu-  
   cation (Houle), 276-280  
   What We Mean by Adult Education (Bry-  
   son), 3-6  
 Adult education, essential nature of, 240-241;  
   four positions regarding teacher-training,  
   245-246; Jewish learning inseparable from  
   Jewish living, 179-183; natural groups in,  
   147; present Jewish objectives, 183-185;  
   as a profession, 244-245; Protestantism's  
   basic belief, 195; reading list, 515; re-  
   sponsibility of independent organizations,  
   241-242  
 Adult education councils, beginnings and  
   growth of, 283-284; list, 304-310; state  
   and regional, 288; support, 286-288;  
   weaknesses of, 284-286; *see also* under  
   cities and states  
*Adult Education Journal*, 9  
 Adult educators, advice on usefulness of clubs,  
   158; content of training for, 246-247, 249;  
   leaders found in many fields, 241; oppor-  
   tunities and special fields, 243-244; pro-  
   grams and methods of training, 248;  
   *Training of* (Hallenbeck), 243-249  
 Adult schools and institutes, reading list, 515;  
   *see also* Institutes; Public schools  
 Advertising, educational effect of, 82  
 Affiliated School for Workers, *see* American  
   Labor Education Service  
 Age, *see* Later Maturity  
*Agenda*; A Magazine for Program Planners,  
   386  
 Agnes Scott College, alumnae program, 320  
 Agriculture, Cooperative Extension Service of  
   the United States Department of Agri-  
   culture (Brunner), 96-100  
 Agricultural Adjustment Act, 98  
 Agricultural extension service, *see* United  
   States Department of Agriculture  
 Akron, O., Public Library, 402; films in, 235  
 Akron, University of, training courses, 456

- Alabama, State Department of Health, 359  
status of adult education in, 202
- Alabama, University of, Extension Division,  
activities, 470
- Alaska, rehabilitation program, 20
- Albany, Institute of History and Art, 397
- Albright Art Gallery, Buffalo, 390
- Alfred University, School for American Crafts-  
men, courses, 338
- Aliens, Catholic aid for, 187; in United  
States, 53
- Allgheny College, alumni program, 320
- Alumni Education (Durham), 225-227; list  
of colleges and universities, 320-325;  
reading list, 515
- American Association of Political and Social  
Science, purpose, 325
- American Alumni Council, 226
- American Association for Adult Education, 71;  
adjustment service, 9; article on (Cart-  
wright), 289-296; council movement and  
field service, 284; early days, 3-4, 290-  
291; film forum participation, 266-268;  
financial support reduced, 293; Future  
Policy Committee, 294-295; *Handbook*,  
291; international relations, 295-296;  
National Theatre Conference, 166; partici-  
pation in United States National Commis-  
sion for UNESCO, 301, 302; post-war re-  
organization study, 293-294; publications,  
291-293; reading list, 516; second dec-  
ade, 292
- American Association for Applied Psychology,  
266
- American Association for a Democratic Ger-  
many, 501
- American Association of Group Workers, 355
- American Association of Instructors of the  
Blind, 437
- American Association of School Administra-  
tors, 55, 88n
- American Association of Social Workers, 77
- American Association for the Study of Group  
Work, 355
- American Association for the United Nations,  
270, 501; functions, 501; Peoples Section,  
501
- American Association of University Women,  
78, 84, 251, 270, 352; purpose, 353
- American Association of Workers for the  
Blind, 438
- American Automobile Association, 451
- American Broadcasting Company, educational  
programs, 429
- American Cancer Society, 178
- American Civil Liberties Union, 103, 372
- American Council on Education, 78, 223;  
housing discussions, 76; publications,  
276n
- American Council of Guidance and Personnel  
Associations, 9
- American Council on Public Affairs, general  
program, 325
- American Council on Race Relations, 78, 101,  
102, 103, 372
- American Craftsmen's Educational Council,  
338
- American Dental Association, 178
- American Federation of Labor, 301; housing  
studies, 77; institutes and conferences, 32
- American Film Center, 266
- American Foundation for the Blind, 438
- American Friends Service Committee, func-  
tions, 501
- American Guild of Banjoists, Mandolinists and  
Guitarists, 171
- American Guild of Organists, 399
- American Heart Association, 355
- American Home Economics Association, 78,  
84; Art Division, purposes, 339; family-  
life program, 341; general program, 328;  
Housing Division, 367
- American Indians, Adult Education of (McCur-  
tain), 65-69; intercultural agencies, 104;  
reading list, 576; *see also* Indian education
- American Institute of Architects, 78
- American Institute for Jewish Education, 186
- American Institute of Family Relations, 380;  
activities, 341
- American Institute for Jewish Studies, 443
- American Institute of Pacific Relations, func-  
tions, 501
- American Institute of Planners, 78
- American Jewish Congress, 442; Commission  
on Community Interrelations, 373
- American Labor Education Service, 489-491
- American Legion, Americanism Commission,  
350; housing activities, 77; traffic safety,  
81
- American Library Association, 78; adviser on  
films, 235; Carnegie grant, 290; Com-  
mittee on Post-War Planning, survey, 235;  
enlarged responsibilities of libraries, 229;  
film forum participation, 266-268; joint  
library inquiry with Social Science Re-  
search Council, 235; *Post-War Standards  
for Public Libraries*, 250
- American Management Association, 378

American Medical Association, 178, 356  
 American Missionary Association, Race Relations Division, 373  
 American Municipal Association, 49, 78  
 American Museum of Health, 356  
 American Museum of Natural History, New York, 395  
 American National Red Cross, 178, 356; safety education program, 81, 451; St. Louis Chapter, Vocational Counseling Service, 482  
 American Occupational Therapy Association, 438  
 American Philosophical Society, 148, 156  
 American Planning and Civics Association, 78  
 American Political Science Association, 325  
 American Prison Association, 71  
 American Public Health Association, 77, 356  
 American Public Welfare Association, 77  
 American Rehabilitation Committee, 438  
 American Russian Institute, 502  
 American Social Hygiene Association, 77, 356; program, 342  
 American Society for the Hard of Hearing, 438  
 American Society for Newspaper Editors, 301  
 American Society of Planning Officials, 78  
 American Unitarian Association, Division of Education, Department of Adult Education and Social Rehabilitation, 445  
 American University, Washington, alumni program, 320; Graduate School, 57; housing courses, 76  
 American Veterans Committee, housing activities, 77  
 American Viewpoint, purpose, 325  
 Americanization, Catholic aid for, 189; *see also* Citizenship; Foreign born  
 Americans All—Immigrants All, 273  
 Amvets, housing activities, 77  
 Andover, Mass., evening study program for adults, 310  
     Memorial Hall Library, 402; forums, 233  
 Annandale, N. J., Reformatory, 337  
 Arizona, Department of Health, 359  
     Museum of Northern Arizona, 398  
     status of adult education in, 202  
 Arizona, University of, Extension Division, activities, 471  
 Arkansas, status of adult education in, 202  
 Armed services, *see* United States Armed Forces Institute  
 Art, museum programs, 238-239

Art Institute of Chicago, 390  
 Arts and crafts, *see* Creative arts  
 Asheville, N. C., City Schools, family life community program, 346  
 Associated Forums, programs, 352  
 Associated Male Choruses of America, 169, 399  
 Associated Women of the American Farm Bureau Federation, 342  
 Association for Education by Radio, 424  
 Association for Family Living, 84; program, 342  
 Association House of Chicago, 452  
 Association of Junior Leagues of America, 78, 270; purpose, 384  
 Association for the Promotion of International Understanding, 502  
 Atlanta, U. S. Penitentiary, educational programs, 72-73  
 Atomic Energy Institute, 229  
 Audio-visual aids, armed services, 280; in libraries, 234-235; value of motion pictures, 264-265  
 Auer, Jeffery, 272a  
 Austin, Tex., Recreation Department, 433  
 Autonomous Groups (Rogers), 143-152; reading list, 517

B

Bach Choir of Bethlehem, Pa., 399  
 Baker, Newton D., 295  
 Baltimore, Atomic Energy Institute, 229  
     Citizens Planning and Housing Association, 364  
     Department of Education, Division of Adult Education, 412  
     Department of Public Recreation, 433  
     Enoch Pratt Free Library, 229, 231, 403  
     foreign born, 59  
     housing activities, 79  
     Museum of Art, 390  
     public schools as community centers, 287  
     safety work, 81  
     school programs, 198  
     Walters Art Gallery, 394  
 Banning, Margaret Culkin, 155  
 Barden-LaFollette Act, 17, 26, 27  
 Beard, Charles A., 34  
 Becker, John, 61a  
 Bell, William Y., Jr., 102, 103a  
 Beloit College, alumni program, 320  
 Benton, Assistant Secretary of State, 302  
 Berea College, Opportunity School, 317  
 Berkshire Music Center, 399

- Bethlehem, Pa., Bach Choir, 399  
 Binghamton Public Library, 403  
 Birmingham Park and Recreation Board, 433  
 Bittner, Walton S., 215*n*; University and College Extension, 214-221; University Teaching by Correspondence, 222-224  
 Blind, rehabilitation for, 20  
 Block organization, 62  
 B'nai B'rith, 77, 270; adult education program, 443; Aleph Zadik Aleph, 79; Anti-Defamation League, 373; Women's Supreme Council, 78  
 Boarding schools, Indian, 67-68  
 Boltz, Howard W., 267  
 Bonneville Power Administration Service, 114  
 Borchard, Gertrude, Music as an Educational and Recreational Field for the Adult, 167-172  
 Boston, Adult Education Council of Greater Boston, 304  
   Center for Adult Education, 311  
   Commission on Extension Courses, 466  
   Congregational House Institute, 448  
   early experiments in vocational counseling, 8  
   Elizabeth Peabody House, 453  
   Ford Hall Forum, 353  
   housing activities, 79  
   Housing Association of Metropolitan Boston, 365  
   Little House, 454  
   Museum of Fine Arts, 392  
   Society to Encourage Study at Home, 215  
 Boston College, School of Adult Education, 319  
 Bowman, Ann, 57  
 Boy Scouts of America, 79, 174  
 Braille Institute of America, 438  
 Bread Loaf Writers' Conference, 311  
 Bridgeport, Conn., Community Advisory Service Center, 482  
   Institute of Engineering, 415  
 Bridgman, Dr. Ralph P., 86  
 Brigham Young University, extension courses, 465  
 Brightmoor Community Center, 453  
 British Information Service, 502  
 Brody, Leon, Educational Activities of Corporations, 13, 14  
 Brooklyn, Adult Education Council, 283  
   Crown Heights Associated Activities, 497  
   Museum, 390  
   People's Guild, 150-151, 318  
 Brown, Muriel W., Education for Family Living, 83, 95  
 Brownell, Baker, The Montana Study, 113, 117  
 Brunner, Edmund deS., The Cooperative Extension Service of the United States Department of Agriculture, 96-100  
 Bryson, Lyman, 100*n*, 256*n*, 265, 266; What We Mean by Adult Education, 3-6  
 Buffalo, Adult Education Council, 283  
   Albright Art Gallery, 390  
   Grosvenor Library, 404; phonograph records in foreign language, 235; program-planning forum, 232  
   Museum of Science, 396  
   Public Library, 234; program-planning aid, 232  
 Burch, Glen, 266; Community Organization for Adult Education, 287-288  
 Bureau for Intercultural Education, 102, 374  
 Burhoe, Beulah Weldon, 25*n*  
 Burr, Elbert W., 276*n*  
 Burton Institute, 312  
 Bushnell, Horace, 193  
 Business and Professional Women's Clubs, 270
- ### C
- California, Associated Forums, 352  
   Association for Adult Education, 308  
   Correctional institutions, educational programs, 336-337  
   Department of Education, Division of Adult and Continuation Education, 418-419; forums, 352  
   Department of Public Health, 359  
   extension courses in prisons, 73  
   foreign born, 59  
   Labor School, 33, 497  
   Radio Educational Programs, 260  
   school programs, 198  
   status of adult education in, 202, 213  
 California, University of, 215; alumni institutes, 320; correspondence courses for San Quentin, 73, 336; extension activities, 471; Institute of Industrial Relations, 38; music extension, 401; School of Education, training courses, 456; School of Librarianship, adult educational activities, 381  
 Cambridge University, 215; first World Conference on Adult Education, 295  
 Campaign for World Government, 502  
 Campbell (John C.) Folk School, 315  
 Camp Fire Girls, 174, 511  
 Canada, National Film Board, 267



- Carnegie Corporation, first interest in adult education, 289-290; grants, 71, 266, 283, 284, 290, 291, 292; retrenchment policy, 293; six studies of adult education in United States, 290
- Carnegie Endowment for International Peace, 128, 272; purposes, 503
- Carnegie Foundation for the Advancement of Teaching, 289
- Carnegie Institute of Technology, theatre, 166, 463
- Caro, Rabbi Joseph, 182
- Caroline Zachry Institute, program, 342
- Carr, Una Lissemore, *Painting the Emotion "Joy,"* 159-160
- Cartwright, Morse A., 291, 292; *The American Association for Adult Education*, 289-296
- Cary, Alice, 155
- Caterpillar Tractor Company, 24
- Catholic Action*, 190, 191
- Catholic Adult Educational Activity (Hochwalt), 187-191
- Catholic Association for International Peace, 189, 441
- Catholic Conference on Industrial Problems, 189-190
- Catholic education, agencies for (list) 441-442; reading list, 525
- Catholic Information Society, 441
- Catholic Interracial Council, 374
- Central Conference of American Rabbis, 186; Committee on Marriage, the Family and the Home, 342
- Charleston, W. Va., radio forum, 431
- Charlotte, N. C., Burton Institute, 312
- Public Library of, and Mecklenburg County, 404; films in, 235; "Program Suggestions," 232
- Chautauqua Institution, 312
- Cheltenham Township, Pa., Adult School, 313
- Cherokee Indian Agency, 368
- Chicago, 290
- A.A.A.E. founded at conference, 290
- Academy of Sciences, 395
- Adult Education Council, 283, 304; Speakers Bureau, 287
- Art Institute, 390; Goodman Memorial Theatre, 165, 462
- Association House, 452
- Board of Education, 423
- Choral and Instrumental Music Association, 168
- Commission of Immigration and Citizenship, 54
- Council on Foreign Relations, 503
- Council of Social Agencies, 32
- Emerson House Association, 453
- foreign born, 59
- housing activities, 79
- Industrial Union Council, 32
- juvenile delinquency project, 151
- Metropolitan Housing Council, 365
- Museum of Science and Industry, 397
- Natural History Museum, 395
- Public Library, Adult Education Department, 405; "Great Books" discussions, 234
- radio educational programs, 260
- Rochdale Institute, 318
- school programs, 198
- South Chicago Community Center, 455
- United States National Commission for UNESCO, meeting, 301
- Chicago, University of, Division of Civic Affairs, 47; Graduate Library School, 252; Industrial Relations Center, 494; publications on citizenship, 57; Round Table programs, 50; University College, activities, 471; training courses, 456; varied forms of extension work, 215; Vocational Guidance and Placement Office, 486
- Child development, studies in, 89
- Child Study Association of America, 84
- Child Welfare League of America, 77
- Children's Bureau, 84, 174
- Chillicothe, O., Airplane Mechanic School, 73
- China Institute in America, 503
- Chino, California, Institution for Men, educational facilities, 73, 337
- Christians, *see* Catholics; Protestants
- Church Peace Union, 504
- Churches, local, with adult education programs (list), 448-450
- Cincinnati, Adult Education Council of Metropolitan Cincinnati, 283, 287, 304
- Art Museum, 390
- Better Housing League of Cincinnati and Hamilton County, 365
- City Charter Committee, 49, 50
- foreign born, 59
- housing activities, 79
- Musical Festival, 169
- Public Library, 406; films in, 235; Reader's Bureau, 231
- Cincinnati, University of, alumni program, 320

- Citizens Conference on International Economic Union, 504
- Citizens' Union, 50
- Citizenship, Education of the Adult Foreign Born for Citizenship (Hazard), 52-59; educational material available, 57; minimum educational objectives, 54-55; National Council on Naturalization and Citizenship, 351; settlement programs, 64
- City Planning Commissions, forums for citizens, 271
- Civic education, agencies for, 325-328; The New Civic Education (Ewing), 46-51; reading list, 517
- Civil Aeronautics Administration, 73
- Civil Service League, 49
- Clark University, alumni program, 320
- Cleveland, 127
- Board of Education, recreational program, 434
- Council on World Affairs, 232
- Division of Adult Education, 286
- first adult education conference, 290
- first adult education council organized, 283
- Goodrich House, 453
- Health Museum, 357
- Museum of Art, 391
- Museum of Natural History, 396
- Play House, 165, 462
- Public Library, 234, 406; community file, 230; discussion groups, 232; films in, 235
- radio educational programs, 260
- West Side Community House, 455
- World Affairs Institute, 271
- Cleveland College, alumni program, 321
- Cleveland Heights, O., Cain Park Theatre, 462
- Clubs, for study of world affairs, 126, 128; *see also* Men's Clubs; Settlements; Women's clubs
- Cohen, Lillian, To Express Ideals in Clay, 162-162
- Coit, Eleanor G., 322; Workers' Education, 30-36
- Colby College, alumni program, 321
- College of the City of New York, cooperation with Public Library, 231; School of Education, adult education courses, 460
- College of Jewish Studies, 186, 443
- College Settlement, Philadelphia, 453
- Colleges, *see* Universities and colleges
- Colorado, Association for Adult Education, 308
- Museum of Natural History, 396
- status of adult education in, 202, 213
- Colorado River Agency, 368
- Columbia Broadcasting System, 265; educational programs, 429
- Columbia University, extension program, 466; Institute of Arts and Sciences, 315; School of Library Service, 251, 252, 381; *see also* Teachers College, Columbia University
- Columbus, O., Central Community House, 453
- Committee on Autonomous Groups, 150, 151, 158; purpose, 355
- Commission on Community Interrelations, 102
- Commission on Jewish Education of the Union of American Hebrew Congregations, 443
- Commission to Study the Organization of Peace, 272, 504
- Committee for Constitutional Government, 326
- Committee for Refugee Education, 350
- Common Council for American Unity, 79, 374
- Communications, Radio and Understanding (McCarty), 259-262
- Community councils, The Community Council Movement in New York State (Herring), 107-112; in settlements, 61
- Community organization, for Adult Education (Burch), 281-288; adult education of American Indians, 65-69; Asheville family life community program, 346; co-operative studies of family needs, 91; coordination problem and some solutions, 286-288; health studies, 177; interracial groups, 102; joint activity defines nature of educational materials needed, 257; The Montana Study (Brownell), 113-117; museums' participation in, 239; N.C.W.C. activities, 188; position of church in, 195; reading list, 517; recreation in, 173-174; Special Projects in Adult Education (Ogden), 118-125; steady expansion, 100; surveying family and community needs, 91; training for leadership in, 247; weaknesses in divided responsibility, 282-283; young adults have limited participation, 136; *see also* Family life; Housing; Legislation; Libraries
- Community Service Society of New York, Committee on Housing, 367
- Comte, Auguste, 144
- Conference on Democratic Processes, 107
- Conferences, first on adult education, 290

- Confraternity of Christian Doctrine, 190, 441  
 Congregational Christian Churches, 78; Council for Social Action, 445  
 Congregational House Institute, 448  
 Congress of Industrial Organizations, 32, 158, 301; housing studies, 77  
*Congressional Digest*, 272  
 Connecticut, Association for Adult Education, 308  
   Danbury Correctional Institution, 73  
   Department of Education, Adult Education Bureau, 419-420  
   foreign born, 59  
   school programs, 198  
   State Department of Health, 359  
   status of adult education in, 203, 213  
 Connors, John D., 320  
 Conrad, Mont., Educational and Recreational Association, 115  
 Consolidated Ute Agency, 368  
 Consumer Clearing House, 43; general program, 329  
 Consumer education, agencies (list), 328-332;  
   Consumer Education (Mendenhall), 42-45;  
   home-planning workshops, 62; reading list, 518; *see also* Credit unions  
 Consumers' Research, 329  
 Consumers Union, 79, 329  
 Cooley, Charles, 145  
 Coon, Carleton S., 1440  
 Cooperative Extension Services, 84-85; Cooperative Extension Service of the United States Department of Agriculture (Brunner), 96-100  
 Cooperatives, Indian, 67  
 Cooper Square School, New York, 314  
 Cooper Union, Division of Social Philosophy, 314; Forum, 352  
 Cooperative League USA, Research and Information Office, 330  
 Corcoran Gallery of Art, Washington, 391  
 Cornell University, Graduate School and College of Home Economics, 349; New York State School of Industrial and Labor Relations, 38, 378, 495; radio programs, 425; theatre, 166, 464  
 Corporation training, Educational Activities of Corporations (Brody), 13-14; reading list, 518; training programs (list of companies), 332-335; *see also* Labor-Management education; Workers' education  
 Correctional education, reading list, 518  
 Correctional institutions, Correctional Education (MacCormick), 70-74; education programs in (list), 336-338  
 Correspondence courses, Boston, early, 215; in California prisons, 336; evaluation, 223-224; for foreign born, 57; for prison inmates, 72, 74; reading list, 519; University Teaching by Correspondence (Bittner), 222-224; An Unparalleled Experiment in Adult Education (Houle), 276-280; *see also* Extension activities; Hospitals  
 Correspondence schools, Airplane Mechanic School, 73; Private Correspondence Schools (Noffsinger), 15-16; *see also* Knights of Columbus  
 Council Against Intolerance in America, 375  
 Council on Foreign Relations, 126, 128, 504  
 Council for Racial Understanding, 172  
 Council on World Affairs, 504  
 Councils (community, state, regional), reading list, 519; *see also* Adult education councils  
 Counseling, for the disabled and handicapped, 22; essential to adult education, 280; family life, 88, 91; *see also* Vocational guidance  
 County agents, *see* United States Department of Agriculture  
 Coyle, David Cushman, 57  
 Creative arts, agencies (list), 338-340; Buried Talents, 162; The Creative Arts in Adult Education (symposium), 159-163; To Express Ideals in Clay (Cohen), 161-162; in Indian schools, 66-67; Just Get Started (Schoolman), 162-163; reading list, 519  
 Credit unions, in settlements, 62  
 Crown Heights Associated Activities, 497
- D
- Dalglish, W. Harold, 1260  
 Dallas, Civic Federation, 313  
   First Methodist Church, 449  
   Museum of Fine Arts, 391  
   Park and Recreation Department, 434  
   Public Library, 407; films in, 235  
 Dannebod Folk School, 314  
 Darby, Mont., folk drama, 116  
 Dartmouth College, alumni program, 321  
 Daughters of the American Revolution, National Society, 351; purpose, 386  
 Dayton, O., student discussions on radio, 431  
 Delaware, Art Center, program, 339  
   foreign born, 59  
   status of adult education in, 203

- Delphian Society, purpose, 384  
 Democracy, national values essential to, 94;  
   nature of, 90, 273; an opportunity for  
   retirement years, 141  
 Dennis, L. H., vocational education for adults,  
   11-12  
 Denver, 127  
   Adult Educational Council, 251, 287, 305  
   Art Museum, 391  
   Emily Griffith Opportunity School, 415, 479  
   foreign born, 59  
   Public Affairs Information Center, 251  
   Public Library, 408; readers' advisory ser-  
   vices, 251; special field representative for  
   community service, 230  
   school programs, 198  
 Denver, University of, civic leadership train-  
   ing, 47; extension program, 472; School  
   of Librarianship, 251; adult education  
   courses, 381  
 De Paul University, alumni program, 321  
 Derryberry, Mayhew, Adult Health Education,  
   176-178  
 Des Moines, Cottage Grove Avenue Presby-  
   terian Church, 449  
   public forums, 353  
   public schools as community centers, 287  
 De Tocqueville, Alexis, 153  
 Detroit, 127  
   Adult Education Council, 283  
   Association for Adult Education, 305  
   Brightmoor Community Center, 453  
   Citizens Housing and Planning Council  
   of Detroit, 365  
   counseling service, 483  
   Department of Parks and Recreation, 434  
   foreign born, 59  
   housing activities, 79  
   Institute of Arts, 391  
   radio educational programs, 260  
   Public Library, center, 104, 229, 234, 287;  
   films in, 235; varied activities, 408-410  
   Sophie Wright Settlement, 455  
 Dewey, John, 101, 105  
 De Young Museum, San Francisco, 397  
 D'Isay, Stephen, 215, 216  
 Disabled Workers, estimated numbers of, 18-  
   19; vocational assets of, 18; *see also* Re-  
   habilitation  
 Discrimination, racial, *see* Racial relations  
 Discussion groups, Andover Memorial Library,  
   233; Armed Forces Institute, 276; Cleve-  
   land, 232; Discussion Group (The) in  
   American Adult Education (Essert), 269-  
   275; for motion pictures, 266; in New  
   York branch libraries, 233; in public  
   school programs, 198; Wisconsin, early,  
   98; on world affairs, 126-128; world or-  
   ganization, New York City, 63; *see also*  
   Forums; Town meetings  
 Discussion methods, reading list, 519  
 Displaced persons, *see* Refugees  
 District of Columbia, Adult Education Coun-  
   cil, 305  
   Recreation Department, 434  
   rehabilitation work, 19  
   *see also* Washington, D. C.  
 Dobbins (Murrell) Vocational Technical  
   School, 480  
 Dorsey, Stephen, The United Nations Educa-  
   tional, Scientific and Cultural Organiza-  
   tion, 297-303  
 Drama, Montana groups, 116; rural groups,  
   98; Try Acting (Young), 160-161; *see*  
   *also* Theatre  
 Drexel Institute of Technology, Evening Di-  
   ploma School, 478  
 Dubuque, Recreation Commission, 434  
 DuPont de Nemours (E. I.) and Company,  
   training program, 332  
 Durham, Elizabeth W., Alumni Education,  
   225-227  
 Durkheim, Émile, 145
- ### E
- East Bay Adult Education Council, 307  
 East and West Association, 505  
 Eastman Kodak Co., training program, 332  
 Edge, Sigrid, 250  
 Education, revolution in follows new knowl-  
   edge of human relationships, 145-147  
 Educational Film Library Association, 257  
 Educational Policies Commission, 902  
*Educational Screen*, 272  
 Edwards, Frances H., Adult Education in  
   Settlements, 60-64  
 Eisenhower, Milton, 300  
 Electric Storage Battery Company, training  
   program, 333  
 Elementary education, *see* Foreign born; Pub-  
   lic schools  
 Elliott (John L.) Institute, 316  
 Elmira, N. Y., Reformatory, educational facili-  
   ties, 337  
 Ely, Mary L., 292  
 Emerson, Ralph Waldo, 147  
 Emerson House Association, Chicago, 453  
 Employment Stabilization Research Institute, 9  
 England, growth of extension movement, 215

- Essert, Paul L., *The Discussion Group in American Adult Education*, 269-275
- Essex County, N. J., Park Commission, 437
- Essex Institute, Salem, 398
- Evangelical United Brethren Church, 445
- Evening Schools, in New York State, 107; postwar programs, 11; Public School Adult Education Programs (Van Sant), 196-200
- Ewbank, Henry Lee, 272*n*
- Ewing, Russell H., *The New Civic Education*, 46-51
- Executives, programs for development of, 14
- Exhibitions, educational, in museums, 238
- Extension activities, Indian service, 68-69; "resident centers," 218; Special Projects in Adult Education (Ogden), 118-125; state programs for prisoners, 73-74; universities and colleges (list), 465-478; University and College Extension (Bitterner), 214-221; *see also* Correspondence courses
- Extension Service, Cooperative, of the United States Department of Agriculture (Brunner), 96-100; teachers' opportunities in, 244

## F

- Falk, Sawyer, *The Nonprofit Theatre*, 164-166
- Family life, agencies for (list), 341-350; beginnings of Christianity in, 192; Education for Family Living (Brown), 83-95; National Family Week, 194; N.C.W.C. activities, 188; preservation vital for peace and freedom, 86; Protestant interest in enriching, 194; reading list, 519; Source Class, Wichita, 92; *see also* Consumer education; Parent education
- Family Service Association of America, 77
- Fansler, Thomas, *Safety Education for Adults*, 80-82
- Farm Bureau, 301; *see also* Rural life, education for
- Farm Security Administration, 23; *see also* Farmers' Home Administration
- Farmers' Home Administration, 84
- Farmers Union, 114, 301; educational work, 100
- Federal Communications Commission, *Blue-book*, 261; FM channels for educational programs, 261
- Federal Council of the Churches of Christ in America, 78, 194; Commission on Marriage and the Home, 343; program, 446
- Federal Inter-Agency Committee on Recreation, 174
- Federal prisons, *see* Correctional Institutions; Prisons
- Federal Security Agency, 26*n*; *see also* Children's Bureau; United States Office of Education; United States Office of Vocational Rehabilitation; United States Public Health Service
- Federal-state cooperation, *see* United States Department of Agriculture
- Federal-state rehabilitation programs, 17-24
- Federal Union, 505
- Federal Vocational Acts, teachers employed under, 85
- Federal Works Agency, *see* Work Projects Administration
- Federation of Jewish Philanthropies, employment service, 483
- Film News*, 272
- Films, forums, 266-268, 520; in libraries, 234-235; loan collections, in museums, 238; previews, 257; *see also* Motion pictures
- Five Civilized Tribes (Indian), 369
- Five Towns Community House, 453
- Fish and Wildlife Service, 174
- Fisher, Dorothy Canfield, 154, 290
- Flint, Mich., Community Music Association, 400
- Public Library, 234
- Florida, adult education in, 203, 213
- Florida State College for Women, alumnae program, 321
- Folk schools, Dannebød, 314; Highlander, 315; John C. Campbell, 315
- Food Production War Training program, 11
- Ford Hall Forum, 353
- Ford Motor Company, 24; training program, 333
- Foreign born, education for, agencies (list), 350-352; Education of the Adult Foreign Born for Citizenship (Hazard), 52-59; need for teachers, 243; reading list, 520; recruitment for citizenship classes, 58; *see also* Americanization; Citizenship; Intercultural education
- Foreign languages, phonograph records for, 235
- Foreign Policy Association, 272, 505
- Fort Apache Indian Agency, 369
- Forums, on films, 266-268; film forum reading list, 520; list of sponsoring institutions, 352-355; in public school programs, 198; radio programs, 50; *see also* Discussion groups; Town meetings

- Franklin, Benjamin, 148; Junto, 156  
 Franklin Institute, Philadelphia, 148, 156, 397  
 Freedom House, 506  
 Friends' General Conference, 446  
 Friends' Neighborhood Guild, Philadelphia, 453

## G

- Gamble, Robert R., *The Place of Recreation in Adult Education*, 173-175  
 General Federation of Women's Clubs, 78, 84, 301; family-life program, 343; formation of, 154; purpose, 384  
 George-Deen Act, 201; funds, 204  
 George Washington University, adult education courses, 457  
 Georgia, status of adult education in, 204, 213  
   Workers' Education Project, 33  
   Workers' Education Service, 498  
 Gilder, Rosamond, 166  
 Giles, H. H., 101, 103, 104n  
 Girl Scouts of America, 79, 174  
 Goddard College, New England Workshop, 316  
 Goldman, Israel M., *Adult Jewish Education in America*, 179-186  
 Good, Carter V., 217n  
 Good Neighbor Committee, 63  
 Government recreation services, 174-175  
 Goodrich (B. F.) Company, training program, 333  
 Goodrich House, Cleveland, 453  
 Goucher College, alumnae program, 322  
 Gould Academy, Bethel, Maine, training laboratory, 459  
 Governmental Research Association, 49  
 Graham, Frank, 216  
 Grand Rapids, Public Library center, 287  
 Grange, *see* National Grange  
 Gray, William S., 54  
 "Great Books" programs, 234  
 Great Britain, adult and workers' education through government grants, 289  
   American study of adult education in, 291  
 Greene County, Virginia, 121  
 Greensboro, N. C., Agricultural and Technical College, 465  
 Grierson, John, 267  
 Griffith (Emily) Opportunity School, 415, 479  
 Griffith Music Foundation, 400  
 Grosvenor Library, *see* Buffalo  
 Group education, agencies (list), 355; "alumni colleges," 226; associative groups, functions, 130-132; Autonomous Groups (Rogers), 143-152; "Better listening" for

radio, 261; consumer programs, 43-45; effectiveness demonstrated in Virginia, 123-125; in families, 91; library help in, 232-234; Seattle Public Library, 233; Source Class, Wichita, 92; teaching opportunities in, 244; university extension, 218; *see also* Action groups; Discussion groups; Forums; "Great Books" programs; Study groups

Gscheidle, Gertrude E., 234n

Guidance, *see* Vocational guidance

Guyton, Mary L., 54

Gwynedd, Pa., Meeting of the Religious Society of Friends, 449

## H

Hader, John J., 89n

Hall, Helen, 63n

Hallenbeck, Wilbur C., *Training Adult Educators*, 243-249

Hamilton, Thomas H., 267n

Hampton Institute, extension program, 466  
*Handbook of Adult Education*, 201, 291, 292  
*Handbook for Discussion Leaders*, 272

Handicapped Workers, mental disabilities, 20; *see also* Disabled workers; Rehabilitation  
 Handicrafts, Indian, 66-67; *see also* Creative arts

Harvard University, Commission on Extension Courses, 466; Graduate School of Education, adult education courses, 457; guidance, 487; Trade Union Fellowship Project 31, 495

Haskell Institute, 369

Hawaii, rehabilitation work, 19

Hazard, Henry B., *Education of the Adult Foreign Born for Citizenship*, 52-59

Health Education, Adult Health Education (Derryberry), 176-178; agencies (list), 355-364; reading list, 520; in settlements, 61

Health Councils, 283

Hendrickson, Andrew, 253

Hendry, Charles E., 91n

Henry Street Settlement, New York, 454

Herring, John W., *The Community Council Movement in New York State*, 107-112

Hervey, John G., 57

Hewitt, Dorothy, *Adult Education on Its Own*, 240-242

Highlander Folk School, 315

High Schools, enrollment fluctuations, 133; *see also* Public schools

Hill, Frank Ernest, 156, 157n

Hochwalt, Msgr. Frederick G., Catholic Adult Educational Activity, 187-191  
 Home, safety courses, 81; *see also* Family life  
 Home economics, *see* American Home Economics Association; United States Department of Agriculture  
 Home-planning workshops, 62  
*Home Study Blue Book*, 16  
 Hospitals, Adult Education in Hospitals and Sanatoria (Hudson), 25-29; reading list, 520  
 Houle, Cyril O., An Unparalleled Experiment in Adult Education, 276-280  
 Hours, "school around-the-clock," 12  
 Housing, As a Subject of Study for Adults, 75-79; agencies (list), 364-368; home-planning workshops, 62; programs, reading list, 520; Source Class, Wichita, 92  
 Housing and Home Finance Agency, 76  
 Howard University, Department of Home Economics, 349  
 Hudson, Catheryn Seckler-, 57  
 Hudson, Holland, Adult Education in Hospitals and Sanatoria, 25-29  
 Hudson Guild Neighborhood House, New York, 454  
 Hudson Shore Institutes, 31; Labor School, 498  
 Humble, Marion, 2307  
 Human relations, Intercultural Education (Kotinsky), 101-106; scientific studies of, 89  
 Humanities, The Montana Study (Brownell) 113-117  
 Hunter College, extension courses, 467  
 Huntington (Arria) Foundation, 452  
 Huxley, Julian, 298, 301

I

Ibn Al Nakawa, Rabbi Israel, 182  
 Idaho, Department of Public Health, 359  
     Status of adult education in, 204  
 Illinois, Department of Public Health, 360  
     safety work, 81  
     status of adult education in, 204  
 Illinois, University of, Institute of Labor and Industrial Relations, 379; Library School, courses in adult education, 251, 382  
 Immigrants, Catholic aid for, 189; intercultural groups, 104; *see also* Foreign born  
 India League of America, 506  
 Indian education, agencies (list), 368-372; *see also* American Indians  
 Indian Reorganization Act, 372

Indiana, Association for Adult Education, 309  
     Board of Health, 360  
     "school age" for hospital patients, 26  
     status of adult education in, 205  
 Indiana State Teachers College, Radio Division, 426  
 Indiana, University of, Bureau of Public Discussion, Extension Division, information and play loan service, 464; Division of Adult Education and Public Services, extension program, 467; Radio Department, 426; theatre, 165, 166  
 Indianapolis Public Library, 234  
     Sunnyside Sanatorium, 27  
 Indians, *see* American Indians  
 Industrial education, Catholic activities in, 189  
 Industrial relations, Labor-Management Programs (Kaplan), 37-41  
 Industrial safety, 80; *see also* Safety education  
 Institute of Adult Education, Carnegie Corporation grant, 293; program, 457  
 Institute on Adult Education of Negroes, 315  
 Institute for American Democracy, 375  
 Institute of Community Leadership, 458  
 Institute for the Crippled and Disabled, 439  
 Institute for Education by Radio, 425  
 Institute of Industrial Relations, 378  
 Institute of International Education, 506  
 Institute of Pacific Relations, American Council, 272  
 Institute of World Affairs, 506  
 Institute on World Organization, 507  
 Institutes, Arts and Sciences, Columbia University, 315; Catholic, summer, 189; community leadership, New York State, 108; list, 310-320; on world affairs, 271; *see also* Adult schools and institutes; United States Armed Forces Institute; Universities and colleges  
 Inter-Council Committee on The Christian Family, 194  
 Intercultural Education (Kotinsky), 101-106; agencies (list), 372; reading list, 520; *see also* Foreign born  
 Inter-Faith Committee, 194  
 International Association of Altrusa Clubs, purpose, 384  
 International Association of Machinists, 32  
 International Council of Religious Education, 194, 446  
 International education, *see* World affairs  
 International Harvester Company, training program, 333  
 International Intellectual Cooperation Organizations, 297

- International Ladies' Garment Workers Union, courses, 32; Educational Department, 493
- International relations, Catholic Institute on, 189
- Iowa, Association for Adult Education, 309  
status of adult education in, 205
- Iowa State College, adult education courses, 458
- Iowa State Teachers College, adult education courses, 458
- Iowa, State University of, alumni program, 322; Extension Division, activities, 470; Child Welfare Research Station, 349; radio programs, 426; theatre, 165
- Ithaca Young Adult Community Service Council, 511
- J
- Jacks, L. P., 183
- Jackson, Mich., Prison, education facilities, 337  
Public School Department of Adult Education, 413
- James, William, 149
- Jamestown, N. Y., Little Theatre, 165, 462
- Jennings, H. H., 917
- Jewelry making, *see* Creative arts
- Jewish education, Adult Jewish Education in America (Goldman), 179-186; agencies (list), 442-445; reading list, 525
- Jewish Employment and Counseling Service, Los Angeles, 483
- Jewish Vocational Service, Chicago, 485; Cleveland, 484; Detroit, 484; Louisville, 484; Milwaukee, 484
- Jewish Welfare Federation, Dallas, vocational guidance, 485
- Johns Hopkins University, 215
- Joint Army and Navy Committee, 223
- Joint Committee on Film Forums, 266-268
- Jordan, S. C., community program, 282
- Jorgensen, Mary West, 617
- Journal of Adult Education*, 292
- Julius Rosenwald Fund, 375
- Junior Chamber of Commerce, traffic safety, 81
- Junto (Junta) of Philadelphia, 148, 156, 316
- juvenile delinquency, theory of combatting, 151
- K
- Kansas, Adult Education Association, 309  
Board of Health, 360  
safety work, 81  
status of adult education in, 205
- Kansas, University of, radio programs, 426
- Kansas City, Mo., public schools, Department of Family Life Education, 347  
Welfare Department, Recreation Division, 435
- William Rockhill Nelson Gallery, 394
- Kansas State College, 300
- Kaplan, Abbott, Labor-Management Programs, 37-41
- Kellogg, W. K., Foundation, 357
- Kentucky, Board of Health, 360  
Department of Education, 32  
State Federation of Labor, Department of Research and Education, 493  
status of adult education in, 205
- Kentucky, University of, radio program, 427
- Keppel, Frederick P., 289
- KFKU, *see* Kansas, University of
- Kiwanis Club, 270; International, purpose, 385
- Knights of Columbus, correspondence school, 442
- KOAC, *see* Oregon State System of Higher Education
- Kotinsky, Ruth, 150; Intercultural Education, 101-106
- KWLC, *see* Luther College
- L
- "L" Club for Women, 380
- Labor education, *see* Corporation training; Labor-management; Workers' education
- Labor Education Guide*, 490
- Labor-management education, agencies (list), 378-380
- Labor-Management Programs (Kaplan), 37-41; reading list, 521
- Labor schools, Seattle, 229
- Labor unions, intercultural educational groups, 104
- LaPollette-Barden Act, *see* Barden-LaPollette Act
- La Grande, Ore., Public Library, 410
- Lancaster, Calif., California Vocational Institution, educational facilities, 337
- Lander, Alvin, 917
- Lantern slides, loan collections in museums, 238; *see also* Films
- Larned, W. S., 289
- Later maturity, Adult Education and Later Maturity (Lawton; Overstreet), 138-142; educational agencies (list), 380-381; reading list, 521; Second Graduation (Overstreet), 139-142; Ten Hints on Aging Successfully (Lawton), 138-139



- Lawrence, N. Y., Five Towns Community House, 453
- Lawton, George, Ten Hints on Aging Successfully, 138-139
- Layton Art Gallery, Milwaukee, 391
- Leaders, increasingly important role, 274; *see also* Adult educators
- Leadership, community group needs, 117; discussion groups, 269, 272-273; more and better training needed, 199; need of, for community councils, 111-112; success depends on vitality of, 279; Training Adult Educators (Hallenbeck), 243-249; training of lay leaders, 248; training needed for civic education, 47-48; widespread, essential in community success, 124
- Leadership training, agencies and their programs (list), 450-461; reading list, 521
- League of Nations, 297
- League of Nations Association, 501
- League of Women Shoppers, 78, 330
- League of Women Voters, 78, 127, 154, 352
- Lectures, Lyceum movement, 148; museum, 238-239; Seattle Public Library, 233; *see also* Discussion groups; Forums
- Legislation, State Legislation and Adult Education (Preston), 201-213
- Le Moyne College, School of Industrial Relations, 499
- Lenox Hill Neighborhood Association, New York, 454
- Le Play, Pierre, 145
- Lewis, Sinclair, 154
- Librarians, Professional Preparation for Public Library Adult Education (Tompkins), 250-252
- Libraries, Atlanta Penitentiary, 72; film forums, 266-268; first public, 148, 156; "Great Books" discussions, 271; increasing variety of services, 257; Navy, 278; The Public Library and Adult Education (Mathews), 228-235; public, rendering adult education service (list), 402; reading list, 522; rural service, 98, 100; *see also* under individual cities and institutions
- Library schools, giving adult education courses, 381-383; Professional Preparation for Public Library Adult Education (Tompkins), 250-252; reading list, 522
- Lincoln, Neb., school programs, 198
- Lindeman, Eduard C., 33-89
- Lions International clubs, 127, 270; purpose, 385
- Lippitt, Ronald, 89, 91n
- Little House, Boston, 454
- Little Theatre movement, *see* Theatre
- Look Magazine, Club Department, 387
- Los Angeles, Bureau of Music, 399
- Department of Playgrounds and Recreation, 435
- foreign born, 59
- housing activities, 79
- Public Library, 410
- Los Angeles University, leadership training program, 47
- Louisa County, Va., 121
- Louisiana, Department of Education, 420
- Department of Health, 360
- radio educational programs, 260
- status of adult education in, 205
- Louisville, Division of Recreation, 435
- educational broadcasts, 431
- Public Library, 234
- Low, Theodore L., The Place of the Museum in Adult Education, 236-239
- Lowell, Mass., Council of Churches, 449
- Loyola University, alumni program, 322
- Lundberg, George, 145
- Luther College, radio program, 427
- Lutheran Council, 78
- Lyceum movement, 148
- Lyle, Mary S., 92
- Lynde, Lydia, 93n

M

- MacCormick, Austin H., Correctional Education, 70-74
- McCarty, H. B., Radio and Understanding, 259-262
- McClusky, Howard Y., The Education of Young Adults, 133-137
- McCulloch, Frank W., 34
- McCurtain, R. H., Adult Education of American Indians, 65-69
- Maimonides, Moses, 182
- Maine, status of adult education in, 206
- Maine, University of, School of Education, 472
- Mallory, H. F., 215n
- Management, *see* Executives; Industrial relations; Labor-management
- Mannes Music School, New York, 400
- Marquette Prison, educational facilities, 337
- Marriage, guidance for young people, 135
- Maryland, status of adult education in, 206, 213
- Maryland, University of, extension activities, 472

- Massachusetts, Department of Education, 420;  
 Division of University Extension, 54  
 foreign born, 59  
 Framingham Reformatory, 73  
 home training for convalescents, 26  
 status of adult education in, 206  
 Massachusetts Institute of Technology, Research Center for Group Dynamics, 90;  
 leadership project, 459  
 Materials in Adult Education (Sillars), 253-258  
 Materials for instruction, armed services, 280  
 Maternity Center Association, 357  
 Mathews, Mildred V. D., The Public Library and Adult Education, 228-235  
 Mead, Elizabeth, 214n  
 Mecklenburg County, N. C., 232; *see also* Charlotte, N. C.  
 Medical Information Bureau, 357  
 Meiklejohn, Alexander, 296  
 Mendenhall, James E., Consumer Education, 42-45  
 Men's Clubs, As Agencies of Adult Education, 153-158; compared with women's, 157-158; list, 383-386; reading list, 522; reasons for joining, 156; *see also* Junto  
 Mental hygiene, evolution of programs, 87, 88; studies during World War II, 89  
 Merrill-Palmer School, family-life program, 343  
 Mesa, Ariz., Parks and Playground, 435  
 Mescalero Apache Reservation, 369  
 Metaphysical Club, 149  
 Methodist Church, The Woman's Society of Christian Service, 446  
 Methods, employee training by corporations, 13; exploration and experimentation, 119-122; Extension Service, United States Department of Agriculture, 99; group collaboration in Virginia, 123-125; problem-solving, in health education, 177; safety education, 80-81; Special Projects in Adult Education (Ogden), 118-125; workers' education, 34  
 Metropolitan Life Insurance Co., health services, 357  
 Metropolitan Museum of Art, New York City, 392  
 Miami Vocational School, 479  
 Michigan, Congress of Parents and Teachers, program, 343  
 Council on Adult Education, 309  
 Department of Education, 32  
 Department of Health, 361  
 Department of Public Instruction, 421  
 foreign born, 59  
 prisons, educational facilities, 337; at Jackson, 73  
 radio educational programs, 260  
 school programs, 198  
 status of adult education in, 207, 213  
 Michigan State College, adult education courses, 158; radio programs, 427  
 Michigan, University of, adult education courses, 251, 252; alumni program, 322; Department of Library Science, adult education courses, 382; Extension Division, Workers Educational Service, 496; extension service, 472-474; radio programs, 427  
 Microfilms, use of, by libraries, 234-235  
 Middle American Information Bureau, 507  
 Middlebury College, Bread Loaf Writers' Conference, 311  
 Miles, John R., 264n, 265  
 Milwaukee, Layton Art Gallery and School, 391  
 Public Library, 234  
 Public Museum, 398  
 Vocational School, 480  
 Miner Teachers College, leadership courses, 458  
 Minneapolis, Board of Education, 413  
 Hennepin Avenue Methodist Church, 450  
 Institute of Arts, 392  
 North East Neighborhood House, 454  
 Pillsbury Settlement House, 455  
 Public Library, 234  
 Recreation Department, 435  
 Walker Art Center, 394  
 Minnesota, Board of Health, 361  
 prison libraries, 74  
 safety work, 81  
 status of adult education in, 207  
 Minnesota, University of, alumni program, 322; Center for Continuation Study, 402; Employment Stabilization Research Institute, 9; Extension Division, 474; Industrial Relations Center, 38; Institute of Child Welfare, 349; Library School  
 Courses in adult education, 251  
 Mississippi, Board of Health, 361  
 status of adult education in, 207  
 Missouri, Board of Health, 361  
 status of adult education in, 208  
 Missouri, University of, Adult Education Service, 474  
 Montana, Board of Health, 361  
 Congress of Parents and Teachers, program, 347

- status of adult education in, 208
  - Superintendents Association, 114
  - State Teachers Association, 114
  - Montana Margins*, 117
  - Montana, University of, *The Montana Study* (Brownell), 113-117
  - Montclair, N. J., Adult Education Center, 416
  - Art Museum, Art School program, 340
  - Montefiore Hospital, New York, 27
  - Motion Picture Association of America, 301
  - Moreno, Jacob L., 91, 145
  - Morriss, Elizabeth C., 54
  - Motion Picture (The) in Adult Education (Sillars), 263-268
  - Motion pictures, in Canada, 267; community groups, Virginia, 123; film forums, 266-268; selection for group needs more difficult in United States than Canada, 268; *see also* Films
  - Mount Holyoke College, alumnae program, 322
  - Municipal race relations committees, 102-103
  - Munson-Williams-Proctor Institute, 392
  - Museums, with adult education programs (list), 390-399; *The Place of the Museum in Adult Education* (Low), 236-239; *see also* under individual cities
  - Music, As an Educational and Recreational Field for the Adult (Borchard), 167-172; records in libraries, 234-235; rural groups, 98
  - Music education, agencies (list), 399-402
  - Music Educators National Conference, 400
  - Mutual Broadcasting System, educational programs, 430
  - Mutual fire insurance company, first Philadelphia, 148, 156
- N
- Nansemond County, Va., 121-122
  - Nashville, adult education council, 283
  - early conference, 290
  - Watkins Institute, 319
  - Nassau County (Long Island) Woman's Forum, 156
  - National Academy for Adult Jewish Studies, 186, 443
  - National Association for the Advancement of Colored People, 78, 375
  - National Association of Broadcasters, 301
  - National Association of Consumers, 43, 79; general program, 330
  - National Association of Credit Unions, 92
  - National Association to Control Epilepsy, 439
  - National Association of the Deaf, 23
  - National Association of Educational Broadcasters, 425
  - National Association of Housing Officials, 79, 367
  - National Association of Jewish Center Workers, 77
  - National Association of Manufacturers, 24; "Program Notes," 387
  - National Association of Negro Business and Professional Women's Clubs, Inc., 385
  - National Broadcasting Company, 49; educational program, 430
  - National Catholic Educational Association, 442
  - National Catholic Welfare Conference, 78, 187-191; Family Life Bureau, program, 344; publications, 190
  - National Catholic Youth Council, 188
  - National CIO Community Services Committee, 358
  - National Citizenship Education Program, 57
  - National Civil Service League, 326
  - National Committee for Home Safety, 82
  - National Committee on Homemaker Service, purpose, 344
  - National Committee on Housing, 79, 367
  - National Committee for Mental Hygiene, 77, 439
  - National Committee on Parent Education, 84
  - National Committee for Traffic Safety, 82, 451
  - National Community Relations Advisory Council, 102
  - National Conference of Catholic Charities, 77
  - National Conference of Christians and Jews, 104, 375
  - National Conference on Family Relations, purpose, 344; *see also* National Council of Family Relations
  - National Conference on Home Safety, 451
  - National Congress of Colored Parents and Teachers, program, 344
  - National Congress of Parents and Teachers, 18, 81, 84, 261; general program, 330, 344
  - National Council of Catholic Men, 78, 187-188
  - National Council of Catholic Women, 78, 187-188; National Committee on Family and Parent Education, program, 345
  - National Council of Family Relations, 84
  - National Council of Housing Associations, 79, 368
  - National Council of Jewish Women, 78; general program, 330, 444

- National Council on Naturalization and Citizenship, 351
- National Council of Negro Women, 78; general program, 331, 376
- National Council of Parent Education, *see* National Committee on Parent Education
- National Council for Prevention of War, 507
- National Council for the Social Studies, 78
- National Council of Women of the United States, 387
- National Education Association, *Adult Education Bulletin*, 248; Commission for the Defense of Democracy through Education, 376; Consumer Education Study, 42, 329; Division of Adult Education Services, leadership training, 459; Educational Policies Commission, 55, 90; publications, 88*n*; *see also* National Council for the Social Studies
- National Farm Bureau, discussion program, 270
- National Federation of Business and Professional Women's Clubs, 261; purpose, 385
- National Federation of Catholic College Students, 188
- National Federation of Music Clubs, 401
- National Federation of Settlements, 77; Conference on Unfinished Business in Social Legislation, 63
- National Federation of Temple Sisterhoods, Child Study and Parent Education Committee, 345
- National Fire Protection Association, 451
- National Foundation for Infantile Paralysis, 23, 178, 358
- National Gallery of Art, Washington, 393
- National Grange, 270, 301; educational work, 100; program, 345
- National Home Study Council, 15, 16
- National Industries for the Blind, 23
- National Industrial Conference Board, 379
- National Institute of Municipal Law Officers, 78
- National Institute of Public Affairs, 326
- National Institute of Social Relations, 79, 270, 272; community leadership training program, 459; general program, 326; purpose, 387
- National and Inter-American Music Week Committee, 400
- National Jewish Welfare Board, 77, 444
- National Kindergarten Association, 345
- National League of Nursing Education, 439
- National League of Women Voters, 270; purpose, 48, 327
- National Maritime Union, 494
- National Municipal League, achievements, 49; general program, 327
- National Music Camp, 401
- National Music League, 401
- National Negro Health Movement, 361
- National Occupational Conference, 9
- National Organization for Decent Literature, 188
- National Organization for Public Health Nursing, 77, 358
- National Park Service, 174
- National Peace Conference, 507
- National Planning Association, 79, 327
- National Public Housing Conference, 79
- National Recreation Association, 79, 170, 173; purpose, 433
- National Religion and Labor Foundation, 499
- National Research Council, Committee on Child Development, 346
- National Safety Council, 80, 81, 451
- National Self-Government Committee, 327
- National Society for Crippled Children and Adults, 440
- National Social Welfare Assembly, 77
- National Society of Penal Information, 71
- National Society for the Prevention of Blindness, 440
- National Theatre Conference, 166, 461
- National Travelers' Aid Association, 77
- National Tuberculosis Association, 23, 77, 178, 440
- National University Extension Association, first conference, 216; organization and enrollment, 217
- National Urban League, 78; program, 346, 376
- National Vocational Guidance Association, 9, 10
- National Woman's Forum, 388
- National Women's Trade Union League of America, 78, 499
- National Youth Administration, 9
- Nationality Act of 1940, 56
- Naturalization, Catholic aid for, 189; evolution of immigrant education, 53-54; National Council on Naturalization and Citizenship, 351; in New York State, 107; requirements, 56
- Navajo Service, 369
- Nebraska, Department of Health, 362
- status of adult education in, 208

- Nebraska, University of, Extension Division, 474; publications, 57
- Negroes, deficiencies in educational opportunity, 134; housing problems, 79; Institute on Adult Education of, 315; National Negro Health Movement, 361; *see also* National Congress of Colored Parents and Teachers; National Urban League
- Neighborhood groups, *see* Community education
- Nevada, status of adult education in, 208, 213
- Newark, N. J., Griffith Music Foundation, 400 Museum, 398  
Public Library center, 287  
radio educational programs, 260
- Newark College of Engineering, guidance services, 487
- New Dominion Series*, 120, 123
- New England Committee on Radio in Education, 425
- New England Workshop, 316
- New Hampshire, status of adult education in, 208
- New Hampshire, University of, General Extension Service, 475
- New Hanover County (N. C.) Public Schools, family-life community program, 347
- New Jersey, Council on Adult Education, 310  
Department of Education, 32; Division of Adult Education, 422  
Department of Health, 362  
foreign born, 59  
prisons, educational facilities, 337  
reformatory for women, 73  
safety work, 81  
status of adult education in, 208, 213
- New Jersey College for Women, alumnae program, 323
- New London Junior College, recreational counseling service, 488
- Newman Club Federation, 188
- New Mexico, Association for Adult Education, 310  
Indian schools, 67  
status of adult education in, 209
- New Mexico, University of, Extension Division, 475; training courses, 460
- New Orleans, Division of Adult Education, 286
- New Rochelle, College of, alumnae program, 323
- New School for Social Research, 317, 491; courses offered, 508
- News dissemination, N.C.W.C. News Service, 190
- Newsweek* Club Bureau, 389
- New York City, adjustment service, 9  
Adult Education Council, 63, 287, 306; cooperation with public library and colleges, 231  
American Museum of Natural History, 395  
Art Workshop, 339  
Board of Education, 414; evening trade schools and classes, 480; recreation program, 436  
Caroline Zachry Institute, 342  
Citizens' Housing Council of New York, 366  
Citizens Union, 50  
Clay Club Sculpture Center, 339  
Committee for Unemployment Relief, 9  
Community Church of New York, 448  
Cooper Square School, 314  
Cooper Union, 314; Forum, 352  
Council for Racial Understanding, 172  
Craft Students League of the Y.W.C.A., 339  
early conference in, 290  
foreign born, 59  
Health Department safety courses, 81  
housing activities, 79  
Henry Street Settlement, 454  
Historical Society, 394  
Hudson Guild Neighborhood House, 454  
John L. Elliott Institute, 316  
Labor Temple, classes, 351  
Lenox Hill Neighborhood House, 454  
Mannes Music School, 400  
Metropolitan Museum of Art, 392  
Montefiore Hospital, 27-29  
Museum of the City of New York, 394  
Museum of Modern Art, 340, 392  
Museum of Science and Industry, 397  
neighborhood groups, 62  
New School for Social Research, 317, 491, 508  
People's Chorus, 168, 401  
Public Library, cooperation with City College, 231; discussion groups in branch libraries, 233; "Great Books" discussions, 234; Office of Adult Services, 233; Readers' Advisor, 231  
radio educational programs, 260; forum over WQXR, 432  
Rand School of Social Science, 318  
Riverside Church, 450  
Sorosis Club, 153  
Town Hall, programs, 50; Workshops, 319  
Union Settlement Association, 455  
Universal School of Handicrafts, 341

- William Hodson Community Center, 381  
 WNYC, United Nations broadcasts, 432  
*see also* colleges and universities in city, by name
- New York Herald Tribune* Forum, 358  
 New York Reformatory, 71  
 New York State, Adult Education Department, 107  
   Agricultural and Technical Institute, 480  
   Citizens' Council for a Durable Peace, 107-108  
   The Community Council Movement in New York State (Herring), 107-112  
   Community Service Council, 512  
   correctional education leadership, 74  
   drama project at Cornell, 464  
   Education Department, 422; *see also* University of the State of New York  
   foreign born, 59  
   Historical Association, 394  
   prisons, administration, 71; educational facilities, 337; Elmira Reformatory, 71, 74; Wallkill Prison, 74  
   safety work, 81  
   School of Industrial and Labor Relations, 38, 378, 495  
   school programs, 198  
   State War Council, Citizen Unity Section, 107  
   status of adult education in, 209, 213  
*New York Times*, 273; weekly radio forum, 432; women's programs, 389  
 New York University, School of Education, counseling program, 488; Department of Guidance and Personnel Administration, 380  
 Noffsinger, J. S., Private Correspondence Schools, 15-16  
 North Carolina, Indian schools, 68  
   school programs, 198  
   State Board of Health, 362  
   status of adult education in, 209  
 North Carolina, University of, 216; Carolina Playmakers, 465; Extension Division, 475; Institute of Government, 47; theatre, 166  
 North Dakota, Department of Health, 363  
   School of Science, 481  
   status of adult education in, 209  
 North East Neighborhood House, Minneapolis, 454  
 Northwest Farmers' and Workers' Education Conference, 490  
 Northwestern University, theatre, 166, 464; University College, evening courses, 467
- O
- Oakland, Calif., East Bay Adult Education Council, 307  
   Public Library center, 287  
   Recreation Department, 436  
 Oak Park, Ill., First Congregational Church, forum, 353  
 Oberlin College, first Summer School for Office Workers, 490  
*Occupational Abstracts*, 488  
*Occupational Index*, 9, 488  
*Occupations*, 9  
 Office of Price Administration, settlement aid for, 62  
 Office Workers, Summer School for, 490, 500  
 Ogden, Jean and Jess, Special Projects in Adult Education, 118-125  
 Ohio, Association for Adult Education, 310  
   radio educational programs, 260  
   State Archaeological and Historical Society, 395  
   status of adult education in, 209  
 Ohio State University, Bureau of Educational Research, 272; Institute for Education by Radio, 425; radio programs, 427  
 Ohio University, Extension Division program, 467; University Theatre, 465  
 Oklahoma, Indian schools, 67, 68  
   State Department of Health, 363  
   status of adult education in, 210  
 Oklahoma Agricultural and Mechanical College, training courses, 460  
 Oklahoma, University of, Family Life Institute, 350; radio programs, 428  
 Old age, *see* Later maturity  
 Olympia Public Library, 234  
 Omaha, Neb., homemaking program, 87  
   Society of Liberal Arts, Joslyn Memorial, 393  
 Omaha, University of, School of Adult Education, 475; training courses, 460  
 Oppenheim, Beatrice, 63n  
 Opportunity schools, Berea, 317; Denver, 415, 479; South Carolina, 416  
 Optimists Club, 270  
 Oregon, Federation of Music Clubs, 401  
   State System of Higher Education, radio programs, 428  
   status of adult education in, 210  
 Orlando, Fla., First Unitarian Church, 449  
 Overstreet, H. A., Second Graduation, 139-142  
 Oxford University, 215

P

- Pacific Northwest Association for Adult Education, 308
- Painting, *see* Creative arts
- Painting the Emotion "Joy" (Carr), 159-160
- Pan American Institute, 128, 508
- Pan American Union, 508
- Parent education, earlier trends, 86-88; N.C.W.C. activities, 188; *see also* Family life, education for
- Parents' Magazine*, 84
- Parent-Teacher Associations, local study groups, 273, 352; *see also* National Committee on Parent Education; National Congress of Parents and Teachers
- Pasadena, city schools, family-life education program, 347
  - Holliston Avenue Methodist Church, 450
- Pasadena Playhouse Association, 462
- Playhouse, 165
- Pasadena Junior College, forums, 353
- Paul the Apostle, 192
- Peabody (Elizabeth) House, Boston, 453
- Penitentiaries, United States, educational programs, 72-73; *see also* Correctional education
- Penland School of Handicrafts, 340
- Pennsylvania, Association for Adult Education, 310
  - Department of Health, 363
  - Department of Public Instruction, 422
  - Federation of Labor, 494
  - foreign born, 59
  - penitentiaries, educational facilities, 338
  - status of adult education in, 210, 213
- Pennsylvania State College, 215; annual reading conference, 311; extension service, 468; guidance and counseling activities, 488
- Pennsylvania, University of, 148, 156; Museum, 393
  - People's Chorus of New York, 401
  - People's Guild, Brooklyn, 150-151, 318
  - People's Institute, New York, 352
- Philadelphia, Academy of Natural Sciences, 395
  - Adult Education Council, 306
  - College Settlement, 453
  - first United States national conference on UNESCO, 302
  - foreign born, 59
  - Franklin Institute, 397
  - Franklin's Junta, 148; Junto, 156
  - Friends' Neighborhood Guild, 453
  - housing activities, 79
  - Housing Association, 366
  - Labor Education Association, 33
  - Mercantile Library, Junto, 316
  - Philadelphia Art Alliance, 340
  - public schools as community centers, 287
  - Samuel S. Fleisher Art Memorial, 340
  - School District, Division of School Extension and Department of Adult Education, program, 348
  - school programs, 198
- Phillips Academy, evening study program for adults, 310
- Phonograph records, foreign language study, 235, 280
- Pierce, Charles, 148
- Pillsbury Settlement House, Minneapolis, 455
- Pine Ridge Agency, 370
- Pine Ridge Reservation, 67
- Pittsburgh, Adult Education Council, 283
  - foreign born, 59
  - Greater Pittsburgh Council on Adult Education, 306
  - housing activities, 79
  - Housing Association, 366
  - Soho Community House, 455
  - Woods Run Settlement, 455
- Pittsburgh, University of, adult education courses, 460
- Playground Association of America, 173
- Pomona College, alumni program, 323
- Portland, Ore., Bureau of Parks and Public Recreation, 436
  - Library Association, 231, 234, 410
- Post War World Council, 509
- Postwar activities, A.A.A.E. study, 293-294; A.L.A. study, 229; alumni education survey, 226; more and better films for study use, 268; Radio and Understanding (McCarty), 259-262; in settlements, 62; *see also* Wartime activities
- Presbyterian Church, U.S.A., Board of Christian Education, 447
- Presbyterian Institute of Industrial Relations (Labor Temple), 351
- Preston, Everett C., State Legislation and Adult Education: 1936-1946, 201-213
- Pricstley, J. B., 298
- Priests, social action summer schools for, 189
- Principia College, civic leadership courses, 47
- Prisons, federal, educational programs in, 336; reorganization of system, 71; *see also* Correctional education; Correctional Institutions

- Professional Advisory Committee (on rehabilitation), 21
- Professional Preparation for Public Library Adult Education (Tompkins), 250-252
- Program making, educational radio programs, 260-261; "Great Books" discussions in libraries, 234; help from libraries, 232; Public School Adult Education Programs (Van Sant), 196-200; Protestants' "seven areas of experience," 194; postwar planning, interdenominational, 194
- Promotion methods, safety education, 80
- Propaganda, through motion pictures, 264
- Protestant education, reading list, 525
- Protestants, educational agencies (list) 445-448; Protestant Christian Adult Education (Swearingen), 192-195
- Providence, R. I., Museum of Art, 375  
special interest groups, 126
- Psychodrama, 91, 145
- Public Administration Clearing House, 328
- Public affairs, *see* Civic education; Housing; Safety education; World affairs
- Public information, through associative groups, 130-132
- Public Law 113, 20, 26n
- Public Law 565, 297
- Public libraries, *see* Libraries
- Public Library (The) and Adult Education (Mathews), 228-235
- Public opinion polls, health, 178
- Public Schools, adult education facilities (list), 412-424; adult schools and institutes (list), 310-320; community programs: Asheville, 346; Kansas City, 347; New Hanover County, 347; Pasadena, 347; Philadelphia, 348; Toledo, 348; forums: Des Moines, 353; Public School Adult Education Programs (Van Sant), 196-200; reading list, 524
- Publicity, Montana Study activities, 116
- Puerto Rico, rehabilitation work, 19
- Purdue University, radio programs, 428; Technical Extension Division, activities, 468
- R
- Racial relations, Intercultural Education (Kotinsky), 101-106
- Radio Education, agencies (list), 424-433; Catholic programs, 187; forums, 50; institutes and workshops, 261; local discussion groups, 271; museum programs, 239; Radio and Understanding (McCarthy), 259-262; reading list, 524; Town Meeting of the Air, 271; rural reading programs, 98; world-wide U. S. radio network plan, 302; *see also* individual broadcasting systems and stations
- Rand School of Social Science, 318
- Rands, Stanley, 267, 268n
- Rankin (David) Jr., School of Mechanical Trades, 478
- Readability Laboratory, 256n
- Readability tests, 100
- Reader's Digest*, Program Service, 389
- Reading, annual conference on, Pennsylvania State College, 311
- Reading, Pa., Department of Public Recreation, 436
- Recreation, agencies (list), 433-437; The Place of Recreation in Adult Education (Gamble), 173-175; reading list, 525
- Recreation Association of America, 173
- Recreation Yearbook*, 170
- Redl, Dr Fritz, 106
- Reed College, forums, 353
- Reformation, Protestant, 192
- Reformatories, *see* Correctional institutions; Prisons
- Refugees, Catholic aid for, 189; Committee for Refugee Education, 350; intercultural agencies, 104; *see also* Foreign born; Immigrants
- Regional conferences, early, 290
- Regional organizations, state and local, 288
- Rehabilitation, Advisory Council, 21; agencies (list), 437-441; *see also* Vocational rehabilitation
- Religious education, agencies (list), 441-450; reading list (Catholic, Jewish, Protestant), 525; *see also* Catholics; Churches; Jews; Protestants
- Religious groups, intercultural, 104
- Republican Open Forums, 353
- Research agencies, for civic studies, 48-50
- Rhode Island, foreign born, 59  
status of adult education in, 210
- Rhode Island School of Design, Museum of Art, 392
- Rhode Island State College, Division of General College Extension, 469, 496
- Richfield Springs Civic Youth Council, 110, 512
- Richmond, Adult Education Council, 283
- Robinson, James Harvey, 255
- Rochdale Institute, 318
- Rochester, N. Y., Better Housing Association, 366  
housing activities, 79  
Museum of Arts and Sciences, 399



Rockefeller Foundation, 358  
 Rocky Mountain Radio Council, 425  
 Rogers, Maria, Autonomous Groups, 143-152  
 Rome, N. Y., radio forum, 432  
 Roosevelt College, 34; adult education courses, 460; leadership projects, 32  
 Rosary College, alumnae program, 323  
 Rosebud Indian Agency, 370  
 Rosenwald Fund, *see* Julius Rosenwald Fund  
 Ross, Edgar M., 54  
 Rotary clubs, 127, 270, 278; International, purpose, 386  
 Rowden, Dorothy, 86*n*, 201*n*, 225*n*  
 Rural life, education for, community organization for, 284; Indian Service extension work, 68; The Montana Study (Brownell), 113-117; reading list, 525; varied programs and agencies, 100; war- and peacetime vocational courses, 11; *see also* United States Department of Agriculture  
 Russell, James E., 289, 290  
 Russell, William F., 57  
 Russell Sage College, alumnae program, 323  
 Rutgers University, Extension Division, activities, 469; Labor Institute, 496; *see also* New Jersey College for Women  
 Rutland (Vt.), Free Library, 411; "Survey," 230

S

Sac City, community-supported program, 281, 287  
 Safety education, agencies (list), 450-452; reading list, 525; Safety Education for Adults (Fansler), 80-82  
 St. Louis, Adult Education Council of Greater St. Louis, 307  
 American Red Cross, Vocational Counseling Service, 482  
 Board of Education, Adult Education Administration, 414  
 City Art Museum, 391  
 Music Sponsors, 400  
 radio educational programs, 260  
 St. Louis University, Labor College, 497  
 St. Paul, foreign born, 59  
 Public Library, 234  
 South St. Paul Council for Adult Education, 307  
 St. Petersburg, Fla., Three-Quarter Century Club, 381  
 Salem, Mass., Essex Institute, 398  
 Salem, Ore., Public Library, 234  
 Salt Lake City, special interest groups, 126

Sanatoria, *see* Hospitals  
 San Carlos Indian Agency, 370  
 San Diego, film forums, 267  
 Industrial Council for Informal Adult Education, 267  
 Unitarian Church, Open Forum, 354  
 San Francisco, 127, 290  
 California Labor School, 33  
 DeYoung Museum, 397  
 foreign born, 59  
 Museum of Art, 393  
 music as recreation, 169-170  
 radio educational programs, 260  
 San Jose, community-supported program, 281  
 Unified School District, 417  
 San Luis, Colo., Institute of Arts and Crafts, 340  
 San Quentin Prison, 73, 336  
 Sarah Lawrence College, alumnae program, 323  
 Schenectady, N. Y., Civic Youth Council, 512  
 community council, 109  
 discussion group programs, 271  
 public school community programs, 287  
 School for American Craftsmen, courses, 338  
 Schoolman, Ann, Just Get Started, 162-163  
 Schools, Catholic, 188; Intergroup Education project, 102; Schools of Jewish Studies, 186; *see also* Public schools  
 Score cards, family, 91  
 Sculpture, *see* Creative arts  
 Seattle, Adult Education Board, 229  
 Art Museum, 393  
 Junior Programs, 463  
 Labor School, 229  
 Public Library, 234, 411; films in, 235; "Friends of the Library," 233; lectures and group meetings, 233; pioneer organizer, 229; Program Planner's Institute, 232  
 Repertory Theatre, 165, 463  
 school programs, 198  
 Tryout Theatre, 463  
 University Congregational Church, forums, 354  
 Seckler-Hudson, Catheryn, 57  
 Sells Indian Agency, 370  
 Settlements, Adult Education in Settlements (Edwards), 60-64; list of, 452-456; reading list, 526  
 Shorewood, Wis., community-supported program, 281  
 Opportunity School, 418  
 Shortley, Michael J., Vocational Rehabilitation, 17-24  
 Sillars, Robertson, Materials in Adult Educa-

- tion, 253-258; The Motion Picture in Adult Education, 263-268
- Simmons College, School of Library Science, 250, 251; adult education courses, 383
- Slesinger, Donald, 214<sup>n</sup>
- Smith, Helen R., Vocational Guidance for Adults, 7-10
- Smith, William A., 125<sup>n</sup>
- Smith College, alumnae program, 324
- Smith-Hughes Act, 58, 201
- Smith-Lever Act, 76
- Smithsonian Institution, National Gallery of Art, 393
- Social action, by Catholic groups, 189
- Social education, 63
- Social legislation, Conference on Unfinished Business in, 63
- Social Science Research Council, 302; library inquiry with A.L.A., 235
- Social Security Act, 19
- Social work, seen as adult education, 244; councils, 283
- Society for the Advancement of Management, 379
- Society for Curriculum Study, 88<sup>n</sup>
- Society for Ethical Culture, John L. Elliott Institute, 316
- Society for Research in Child Development, 346
- Sociogram, 91
- Sociometrists' studies, 144, 149
- Sociometry, 145
- Soho Community House, Pittsburgh, 455
- Sorosis Club, 153-155
- South Bend Public Library, 234
- South Carolina, Board of Health, 380  
status of adult education in, 210
- South Carolina, University of, Extension Division, 476
- South Dakota, Board of Health, 363  
Indian schools, 67, 68  
status of adult education in, 211
- Southeastern Regional Association for Adult Education, 308
- Southern California, University of, Institute of Government, 47; Woman's Civic Conference, 47
- Southern Regional Council, 376
- Southern School for Workers, 499
- Spain, Charles R., 264<sup>n</sup>, 265
- Spokane, Pacific Northwest Association for Adult Education, 308
- Springfield, Mass., Adult Education Council, 307  
foreign born, 59
- Museum of Fine Art, 393
- Museum of Natural History, 396  
public school community programs, 287
- Stamford, Conn., Board of Education, 414
- Stamford College, 415
- Standard Oil Company of New Jersey, training program, 334
- Stanford University, alumni program, 334; theatre, 165
- Stanley, Oliver, 289
- State Legislation and Adult Education: 1936-1946 (Preston), 201-213
- State-wide councils, 288
- Stephens College, alumnae program, 324
- Stevensville, Mont., historical pageant, 116
- Stout Institute, 481
- Studebaker, John W., 353
- Study groups, Catholic, 191; Jewish, 183; The Montana Study (Brownell), 113-117; *see also* Creative Arts; Music; Theatre
- Summer School for Office Workers, 490, 500
- Sunday schools, evolution of, 193
- Sunnyside Sanatorium, Indianapolis, 27
- Supervisors, training programs for, 14
- Swearingen, Dr. T. T., Protestant Christian Adult Education, 192-195
- Syracuse, N. Y., Arria Huntington Foundation, 452  
foreign born, 59  
Institute of Community Leadership, 458  
Museum of Fine Arts, 340, 393  
Radio Workshop, programs, 428
- Syracuse-Onondaga Development Council, 109-110
- Syracuse University, alumni program, 324; civic leadership institutes, 47; Graduate School, 488; Psychological Services Center, 489; theatre, 166; University College activities, 470

## T

- Tacoma, Recreation Commission, 436
- Tannenbaum, Frank, 151
- Teacher training, evolution of knowledge of human relationships, 146; for family-life education, 91; for labor education, 35; more and better courses needed, 199; needs in worker-education field, 33; preparation for counseling, 8; Training Adult Educators (Hallenbeck), 243-249; United States Department of Agriculture, 97; *see also* Leadership training
- Teachers, recruiting, armed services method, 278

Teachers College, Columbia University, 57,  
289; Carnegie Corporation grant, 293;  
Department of Adult Education, 251;  
Department of Guidance, 487; Institute of  
Adult Education, 457; leadership training  
courses, 475; Readability Laboratory, 100n,  
256n

Teaching, Army and Navy techniques, 279;  
family-life education, 91; results to be  
sought, 5; University Teaching by Corre-  
spondence (Bittner), 222-224

Teaching materials, loan collections, in mu-  
seums, 238

Technical training, Private Correspondence  
Schools (Noffsinger), 15-16

Tehachapi, Calif., Institution for Women, Edu-  
cational facilities, 337

Television, in museums, 239

Temple University, adult education courses,  
461

Tennessee, status of adult education in, 211

Texas, Department of Health, 363  
status of adult education in, 211

Texas, University of, Division of Extension,  
476

Textile Workers Union of America, educational  
projects, 32

Theatre, educational, The Nonprofit Theatre  
(Falk), 164-166; nonprofit, community  
and university (list), 461-465; reading  
list, 526

Thomas, Frances O., 57

Thorndike, Edward L., 182n, 253

Three-Quarter Century Club, 381

Toledo, O., Association for Family Life Educa-  
tion, program, 348  
Museum of Art, 393; concerts, 401

Tompkins, Miriam, Professional Preparation  
for Public Library Adult Education, 250-  
252

Tönnies, Ferdinand, 145

Town Hall Workshops, 319

Town meetings, merits and limitations; 129-  
130; programs, Atlanta Penitentiary, 72

Trade unions, family-life programs, 84

Trailside museum, 238

Training Adult Educators (Hallenbeck), 243-  
249

Training courses, Educational Activities of Cor-  
porations (Brody), 13-14; need for civic  
leadership, 47; public health personnel,  
177; for workers, *see* Corporation train-  
ing; Vocational education

Training Within Industry Foundation, 332

Traffic safety, 81

Truman, Harry S., 297

Tubercular patients, education for, 25-26

Tulsa, Okla., special interest groups, 126

Tuscaloosa, Ala., Southeastern Regional Asso-  
ciation for Adult Education, 308

Twentieth Century Fund, 79

U

UNESCO, reading list, 526; *see also* United  
Nations Educational, Scientific and Cul-  
tural Organization

Union of American Hebrew Congregations,  
186, 443

Union County, N. J., Park Commission, 437

Union for Democratic Action, general program,  
328

Union Settlement, New York City, 62n

Union Settlement Association, New York City,  
455

Union of Soviet Socialist Republics, extension  
work in, 215

United Automobile Workers, CIO, 494; Educa-  
tion Department, 331,

United Council of Church Women, 194; De-  
partment of Christian Social Relations,  
346

United Nations, broadcasts over WNYC, 432;  
housing study, proposals, 76

The United Nations Educational Scientific and  
Cultural Organization (Dorsey), 297-303;  
A.A.A.E. participation, 296

United Packinghouse Workers of America, 32

United Pueblos Agency, 371

United States Armed Forces Institute, 222-223;  
An Unparalleled Experiment in Adult  
Education (Houle), 276-280

United States Army, Disciplinary Barracks,  
338; educational divisions, 277; *see also*  
United States Armed Forces Institute

United States Army, Engineer Corps, 174; *see  
also* United States Armed Forces Institute

United States Bureau of Labor Statistics, dis-  
ability figures, 19

United States Bureau of Naturalization, evolu-  
tion of education program, 53-54; *see also*  
United States Immigration and Naturali-  
zation Service

United States Bureau of Prisons, 73

United States Chamber of Commerce, 301

United States Coast Guard, educational activi-  
ties, 277; *see also* United States Armed  
Forces Institute

United States Conference of Mayors, 78

United States Department of Agriculture, 84,  
85, 114

- Bureau of Human Nutrition and Home Economics, 331
- The Cooperative Extension Service of the United States Department of Agriculture (Brunner), 96-100; Extension Service, 174; discussion programs, 270; functions and programs, 348, 513; home demonstration agents, 85, 97; success through lay leaders, 249; teaching opportunities in, 244
- publications, 93*n*
- safety programs, 452
- United States Department of Labor, Bureau of Labor Statistics, 331
- Division of Labor Standards, 491
- Women's Bureau, program, 348
- United States Department of State, Office of Public Affairs, 509
- United States Employment Service, 23; occupational research, 9
- United States Forest Service, 114, 174
- United States Immigration and Naturalization Service, 55-58
- United States Irrigation Service, 114
- United States Indian Service, District 3, 371
- United States Junior Chamber of Commerce, 513
- United States Marine Corps, educational activities, 277; *see also* United States Armed Forces Institute
- United States National Commission for UNESCO, 296, 299-304
- United States Navy, Disciplinary Barracks, educational facilities, 338; educational divisions, 277; *see also* United States Armed Forces Institute
- United States Office of Education, 83*n*, 174
- family-life programs, 84
- Federal Radio Education Commission, 424
- handbook of vocational education, 87
- Home Economics Education Service, 84, 331
- Institute on Adult Education of Negroes, 315
- Occupational Information and Guidance Service, 9
- publications, 54, 90*n*
- United States Office of Vocational Rehabilitation, 440
- cooperating agencies, 22-24
- functions and policies of, 21-22
- study of disabled workers, 24
- United States Public Health Service, 178
- functions, 363
- 1935-36 health survey, 19
- United States Rubber Company, training program, 334
- United Steel Workers of America, 32
- United Vocational and Employment Service, Pittsburgh, 485
- United World Federalists, 129, 509
- Universal School of Handicrafts, New York City, 341
- Universalist Church of America, 447
- Universities and colleges, alumni education facilities (list), 320-325; family-life education courses, 349-350; efforts to train leaders for discussion groups, 272-273; extension courses (list) 465-478; give too little help in leadership training courses, 199; housing programs, 76; labor education programs, 33; labor-management institutes, 37-39; labor-management programs, 38-40; programs for training adult educators, 248; radio educational programs, 260-261; trade union educational programs, 33, 40-41; *see also* Alumni education; Extension activities; University extension
- University and College Extension (Bittner), 214-221
- University extension, courses, 218-220; Army university centers in Europe, postwar, 276, 277; evaluation, 220-221; functions, two concepts of, 216-217; historical review of growth, 214-215; objectives, 219; ramifications in many fields, 221; reading list, 526; "resident centers," 218; students, 218; *see also* Extension activities; National University Extension Association
- University of the South, alumni program, 324
- University of the State of New York, all catalogues analyzed by courses, 231-232; pioneer in extension field, 215
- University Teaching by Correspondence (Bittner), 222-224
- Unparalleled Experiment (An) in Adult Education (Houle), 276-280
- USO-YMCA Industrial Services, San Diego film forums, 267
- Utah State Department of Public Instruction, Home Economics Division, 349
- status of adult education in, 211
- Utica, New York, Munson-Williams-Proctor Institute, 392
- Utterback, William E., 273

## V

- Valéry, Paul, 3
- Van Hise, Charles R., 216
- Van Sant, Thomas A., Public School Adult Education Programs, 196-200

- Vassar College, alumnae program, 325  
 Venereal Disease Institute, 178  
 Vermont, State Department of Education, Arts and Crafts Division, 341  
     status of adult education in, 211  
 Veterans, correspondence courses, enrollment, 223; education for, 4-5; family-life problems, 86; "resident center" extension programs for, 218; vocational counseling for, 9-10; *see also* United States Armed Forces Institute  
 Veterans Administration, 23, 223; counseling services, 10  
 Veterans Emergency Housing Program, 76  
 Veterans of Foreign Wars, housing activities, 77  
 Virginia, prisons, educational facilities, 338; Penitentiary, 73  
     State Consultation Service, 485  
     State Department of Health, 364  
     status of adult education in, 212, 213  
 Virginia State College, extension activities, 477  
 Virginia, University of, Extension Division, 476; Special Projects in Adult Education (Ogden), 118-125  
 Vocational Advisory Service, New York City, 486  
 Vocational counseling, reading list, 526  
 Vocational education, agencies (list), 478-482; Educational Activities of Corporations (Brody), 13-14; reading list, 527; Vocational Education for Adults (Dennis), 11-12; *see also* United States Department of Agriculture  
 Vocational guidance, agencies (list), 482-489; information file, Cincinnati, 231; need of, by young adults, 135; Vocational Guidance for Adults (Smith), 7-10; *see also* Adjustment service; National Occupational Conference; National Youth Administration  
 Vocational Guidance Bureau, Houston, 486  
 Vocational rehabilitation, reading list, 527; Vocational Rehabilitation (Shorley), 17-24  
 Vocational Rehabilitation Act, 19, 20, 26n  
 Vocational training, Private Correspondence Schools (Noffsinger), 15-16; radio, 262  
 Volta Bureau, 441
- W
- Walker Art Center, Minneapolis, 394  
 Wallkill (N. Y.) Prison, educational facilities, 337  
 Walters Art Gallery, Baltimore, 394  
 War brides, citizenship courses for, 58  
 War Manpower Commission, figures on mentally handicapped, 19  
 Ware, Caroline, 337n  
 Wartime activities, in settlements, 62; United States Department of Agriculture, 99; young adults' activities, 133-134; *see also* Postwar activities  
 Washington, D. C., Chevy Chase Presbyterian Church, 448  
     Citizens Council for Community Planning, 366  
     Corcoran Gallery of Art, 391  
     District of Columbia Adult Education Council, 305  
     foreign born, 59  
     housing activities, 79  
     Housing Association, 367  
     Mount Vernon Place Methodist Church, 450  
     National Gallery of Art, 393  
     Public Library, 234, 287, 412  
     public schools of the District of Columbia, 415  
     Republican Open Forums, 353  
     United States National Commission for UNESCO, organization meeting, 300  
     *see also* District of Columbia  
 Washington (State) Department of Health, 364  
     radio programs, 433  
     status of adult education in, 212, 213  
 Washington, State College of, radio programs, 429  
 Washington, University of, Seattle, adult education courses, 461; community program, 354; Division of Adult Education and Extension Services, 477; theatre, 165  
 Washington University, St. Louis, University College, 478  
 Waterbury (Conn.) Second Congregational Church Forum, 354  
 Watkins Institute, 319  
 Watson, Goodwin, 101, 103n, 104, 105-106  
 WATX, *see* Michigan, University of  
 Wayne University, extension courses, 477; workers' education classes, 497  
 WBAA, *see* Purdue University  
 WBOW, *see* Indiana State Teachers College  
 WCHS, *see* Charleston, W. Va.  
 Wells, H. G., 201  
 Wellesley College, School of Community Affairs, 376  
 Wesleyan College, alumnae program, 325  
 Westchester County, N. Y., Recreation Commission, 437

- Western Electric Company, 24; training program, 334
- Western Reserve University, Cleveland College activities, 478; Cleveland College alumni program, 321; Library School courses in adult education, 251; National Theatre Conference, 461; theatre, 166
- Westinghouse Electric Corporation, training program, 334
- West Virginia, status of adult education in, 212
- WHAS, *see* Kentucky, University of; Louisville
- WHCU, *see* Cornell University
- WHIO, *see* Dayton, O.
- Whipple, Caroline A., 54
- White Plains, N. Y., Church in the Highlands, 448
- Wichita, Kan., Board of Park Commissioners, 436
- Source Class, 92
- Weiner, Philip P., 149*n*
- Wiggins (Frank) Trade Day School, 479
- Wilkes-Barre, Playground and Recreation Commission, 437
- Willkie Memorial, *see* Freedom House
- Williams, J. D., 217*n*
- Williamsport, Pa., Technical Institute, 481
- Wilmington, Delaware Art Center, program, 339
- Wingate Vocational School, 67
- Wireless transmission, 259
- Wisconsin, foreign born, 59
- School for Workers, 500
- State Board of Vocational and Adult Education, 423
- state-owned educational FM stations, 260
- status of adult education in 212, 213
- Waupun Prison, 74
- Wisconsin, University of, adult education courses in several schools, 461; Extension Division, 215; Extension Division Adult Program Specialist, 477; summer school for workers, 31; theatre, 165
- Wittenberg College, evening courses, 478
- WKAR, *see* Michigan State College
- WNAD, *see* Oklahoma, University of
- WNYC, *see* New York City
- Woman's Foundation, 79, 84, 90; program, 340
- Women's Action Committee, 509
- Women's clubs, adult education (list), 383-386; As Agencies of Adult Education, 153-158; compared with men's, 157-158; evolution of, 148; reading list, 522; in settlements, 60
- Women's Conference on International Affairs, 510
- Women's International League for Peace and Freedom, 510
- Women's Joint Congressional Committee, 389
- Woodrow Wilson Foundation, 510
- Worcester, Art Museum and School, 394
- Work Projects Administration, 57
- Workers, Educational Activities of Corporations (Brody), 13-14; increased incomes for rehabilitants, 18; Vocational Rehabilitation (Shortley), 17-24
- Workers' Education (Coit), 30-36; agencies (list), 489-501; reading list, 527; *see also* Corporation training; Labor-management training
- Workers Education Bureau of America, activities, 491-493
- Works Progress Administration, 4
- Workshop for Cultural Democracy, 377
- Workshops, Art, 339; Clay Club Sculpture Center, 339; community development, Virginia, 122, 125; New England, 316; Town Hall, 319
- World Affairs, Adult Education in (Adam), 126-132; agencies for information on (list), 501-511; reading list, 528
- World Association for Adult Education, 295
- World Citizenship Movement, 511
- World Conference on Adult Education, 295
- World Handbook of Adult Education*, 296
- World Organization, discussion groups, 63
- World War II, interruption of education of young adults, 133-134
- WOSU, *see* Ohio State University
- WQXR, *see* New York Times
- Wright, Chauncey, 149
- Wright (Sophie) Settlement, Detroit, 455
- WRUN, *see* Rome, N. Y.
- WSUI, *see* Iowa, State University of
- Wyoming, State Board of Health, 364
- status of adult education in, 212
- Wyoming, University of, extension work, 477

## X

Xavier Labor School, 500

## Y

Yale, John R., 276*n*

Yale University, Labor and Management Center, 379; theatre, 165, 166, 465

Young, Rose, Try Acting, 160-161

Young Adult Civic League, 514

- Young adults, age of full-time employment advanced, 12
- Young adults, agencies for (list), 511-514; Education of Young Adults (McClusky), 133-137; reading list, 528; starting homes, 94
- Young Men's Christian Association, 136, 174; film forums, San Diego, 267; National Council, 512; USO-YMCA Industrial Services, 267; Vocational Service Center, New York, 486
- Young Men's Hebrew Association, 174
- Young Women's Christian Association, 174; Craft Students League, New York, 339; National Board, 78, 511
- Young Women's Hebrew Association, 174
- Youth groups, Catholic, 188; three categories today, 134
- Youth Organization, intercultural, 104
- Z
- Zander, Arnold, 348
- Zehmer, George, 214
- Zionist Organization of America, Education Department, 445